DOCUMENT RESUME

ED 212 565 SP 019 478

AUTHOR Witty, Elaine P., Ed.; And Others
TITLE Proceedings of the National Invitational Conference on Problems, Issues, Plans, and Strategies Related to the Preparation and Survival of Black Public School Teachers (Norfolk, Virginia, June 26-27, 1980).
INSTITUTION Norfolk State Univ., Va. School of Education.
PUB DATE Jun 80
NOTE 156p.; For related documents, see SP 019 479-480, SP 019 483-485, ED 189 038, and ED 194 448.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Black Colleges; Black Students; *Black Teachers; Change Strategies; *Child Advocacy; Classroom Desegregation; Declining Enrollment; Educational Research; Equal Education; Higher Education; Negative Attitudes; Political Influences; Racial Bias; *Research Needs; Schools of Education; *Standardized Tests; Teacher Certification; *Teacher Education Programs; Teacher Qualifications; Trend Analysis
IDENTIFIERS National Teacher Examinations

ABSTRACT

The purpose of this conference was to identify and examine factors which are increasingly restraining the education, certification, employment, and retention of black teachers. The two-day conference included the presentation of seven papers on the following topics: (1) changes in the faculty and student body populations in black colleges and the interrelated factors which impinge upon the opportunities for entry into teaching and survival on the job; (2) the necessity for black educators and institutions to be actively involved in the design, implementation, and assessment of the minimum competency movement and to be involved in the definition of "basic education;" (3) the importance of teacher involvement with professional organizations, parents, students, and community agencies in forming strong lobbies to affect positive changes in general curriculum and standardized testing; (4) problems and strategies relating to employment and retention of black teachers in order for them to work effectively as advocates for black children; (5) improving the general curriculum in black colleges and preparing preservice students to perform well on the National Teacher Examination; (6) the control of teacher education, policy formation, and governance and the funding of schools of education; and (7) the necessity of a black perspective in educational research. Reports are included of group discussions on: (1) specializing the curriculum: general studies and basic skills for preservice students; (2) recruiting and selecting students; (3) problems in the employment and retention procedures for black teachers; (4) building research skills for teachers; and (5) expanding administrative support. (JD)

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ED212565

PROCEEDINGS

National Invitational Conference on Problems, Issues, Plans, and Strategies Related to the Preparation and Survival of Black Public School Teachers - June 26-27, 1980

Sponsored by
School of Education
Norfolk State University
Norfolk, Virginia

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EMINENT SCHOLARS PROGRAM

SP 019 478

Proceedings

of the

National Invitational Conference on Problems, Issues, Plans, and Strategies Related to the Preparation and Survival of Black Public School Teachers - June 26-27, 1980

Elaine P. Witty
Conference Coordinator

School of Education

Norfolk State University
Eminent Scholars Program

Norfolk, Virginia

1980

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Acknowledgments

Special thanks are given to Dr. Paul B. Mohr, Sr., Vice President for Academic Affairs, and the Eminent Scholars Committee at Norfolk State University for providing the funds which made the conference possible; and to Dr. Stephen J. Wright, Former President of Fisk University and Bluefield State College and Former Vice President of the College Entrance Examination Board, for the advice which made the conference productive.

Grateful appreciation is also expressed to Mary Champion, Vivian Johnson, Rebecca Pope and Matilda Rodgers for typing and retyping this document. Thanks are also given to Joyce Dedmon, Marlene Lee, James Reeves, Bernice Taylor, Hilda Tyler, and Hattie Washington for their assistance in making the conference enjoyable.

Introduction

The idea for a national conference on problems faced by Black teacher educators was generated several years ago. The need for such a conference took on new urgency during the 1979-80 school year as teacher educators faced increased pressures relating to competency testing for initial teacher certification, enrollment decline in schools of education, financial cut-backs in university budgets, and tightening job markets for teacher education graduates. The Eminent Scholars Program at Norfolk State University permitted the School of Education to plan and convene the conference at a crucial time and to attract outstanding educators as conference presenters and participants.

The objectives of the conference were to:

1. Identify and examine factors which are increasingly restraining the education, certification, employment, and retention of Black teachers.

2. Provide a mechanism for formalizing dialogue among teacher educators who are concerned about maintaining a viable presence of Black teachers in America's schools.

3. Initiate procedures for dissemination of information relating to the special needs, problems, and strengths of teacher education programs which attract a large number of Black teachers and/or prospective teachers.

4. Produce a document which identifies central issues and concerns facing teacher education in Black populations and which makes recommendations for action.

The two-day conference program included the presentation of six papers at five general sessions, and discussion and strategy planning by five groups at three strategy sessions.

Included in the proceedings are copies of the papers presented and reports from each of the five groups. Since interactions of participants with conference observers and presenters contributed warmth and depth to the discussions, names of participants and observers are also included.

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THE CHANGING BLACK TEACHER AND DIMINISHING OPPORTUNITIES FOR BLACK TEACHERS

BY

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The earliest records of mankind are records which were made by Africans. The first recorded religion, science, writing, language, political system, and educational institutions are those which were born in the heart of Africa and which traveled from the source of the Nile, down that mighty river through the fertile valley and to its delta. The physical evidence, mummies, carvings, paintings show that these were Black people. The closest language to that of the Egyptians is Coptic, an Ethiopian language which Champillion, who broke the hieroglyphic code on the Rosetta Stone, had to study. E. A. Wallis Budge, famous Egyptologist has shown that the Egyptian religion is closest to that of Africans of the interior. The climate of Africa is hostile to non-melanic people, threatening skin cancer for anything more than brief exposures. Homer, Herodotus and others described the Africans as "Ethiopians", a Greek word which means Black faced people, and regarded them as just, learned, and as teachers

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Presented for consideration and dialogue at the National Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers held at Norfolk State University, Norfolk, Virginia, June 26-17, 1980. At the time of this presentation Dr. Hilliard was Dean, College of Education, San Francisco State University.

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of Greeks. (Diop, 1974; James, 1976; Harris, 1977; Williams, 1974.) Recent excavations in Nubia reveal the presence of the precursors of ancient Egyptian civilization more than two hundred years before the first Egyptian dynasty. (Van Sertima, 1979.) Finally, in the papyrus of Hunefer, the Egyptians themselves record that their orgin was to the south, at the source of the Nile, at the foot of the "mountain of the moon." In Kiswahili, the word for "mountain of the moon" is Kilamanjaro.

It was evidence such as this which caused The Count Volney, (1950) after extensive study of Africans in Egypt, to say:

> There a people now forgotten, discovered while others were still barbarians, based upon their study of the laws of nature, those religious and vivil institutions which still govern the universe. Just think that these people are now rejected from society because of their sable skin and frizzled hair.

Though scattered because of explorations, migrations, and invasions, Africans continued to build civilizations in other parts of the continents, such as in Zimbawe, and Mali, and in other parts of the world such as India and in Mexico. (Van Sertima, 1976.)

Then came the long night of slavery. The past was covered over; the propaganda replaced fact. Education was denied but the hunger for education remained. It was that hunger that gave America its first public school systems. (Dubois, 1973.) Freed slaves demanded in early instances, free public education. Later, the decendents of slaves and free Africans would be denied access to the same schools which their demands had created.

An Overview of the Problem

There has been a principle at work where African-Americans are concerned. Every time there has been social advancement, there has been an equal and opposite reaction. With the end to slavery, there was the rise of the Klan and the Black Codes. With the right to vote came literacy tests and property qualifications. With admission of Blacks to schools came segregation. With the 1954 Supreme Court decision, in Brown vs Topeka Board of Education, came renewed I.Q. testing and special education. With school busing came white flight and new professional treatments and categories, such as education for the disadvantaged and compensatory education.

Yet it is nowhere more clear that racism lives in America, even reins, than when we review the plight of the African-American teacher. Looking only at the seventeen southern states, between 1954 and 1970, at least 31,584 African-American teachers lost their jobs or teaching positions. (Ethridge, 1979.) The income loss to the Black community for one year alone (1970-71) was $240,564,911--almost a quarter of a billion dollars. Within two more years another 7,800 positions were lost in those same states. By 1975, it was estimated that the seventeen southern states had reduced the number of Black principals by 2,235. For example, in Oklahoma, Missouri, Kentucky, West Virginia, Maryland, and Delaware, over half of the Black principal positions were lost. Between 1967 and 1970, the number of Black principals in North Carolina dropped from 620 to 170, in Alabama from 250 to 40,

and in Mississippi virtually all of its 250 Black principal positions were gone. The problem has been especially acute where Black male principals are concerned.

As time goes on, new and more indirect ways of denying employment to African-American teachers are being invented. Among them is the use of the National Teacher Examinations (NTE) as the standard for judgment about teacher performance.

For example, in January of 1979, (New York Times, 1978), it was revealed that 83% of the Black candidates for teaching jobs in South Carolina "failed" the National Teacher Examinations, while only 17% of the white candidates failed. But the frightening outcome of these scores is that 96% of the new teachers in South Carolina will be white as these scores are used for selection. Then to make matters worse, South Carolina had been setting salaries based on National Teacher Examinations scores. (New York Times, 1978.) But South Carolina is not alone. Approximately 21 states, including the biggest population centers of California and New York require the National Teacher Examinations. Nearly half of the teacher candidates take the examinations nation-wide.

In New York, officials have been using a two level selection system for its teachers. In schools where the children's reading examination scores are in the top 50%, teachers must pass a New York Board of Examiners Test. On the other hand, for those schools where the children score in the bottom 45% of reading tests, teacher applicants take the National Teacher Examinations. The blatant racism in this institutional process should be readily apparent.

I have relied primarily on figures which describe the situation in the southern states, not because things are better in the northern states, since they are not. I have done so because the overwhelming majority of African-American teachers have been hired to teach African-American children. There have been relatively few Black teachers and principals in northern states from the start. Further, the data on Black teacher and administrator placement is hard to come by.

And so we have before us results which are pervasive and clear, in themes and trends, if not in the statistical depth which might be desirable. While the results may be clear, what is not at all clear is the complex maze with its many bottlenecks which will make a fundamental blunder in our analyses if we treat this suspectible to a merely academic solution. Both the academic foundation and the ugly political underbelly must be exposed for examination if effective strategies are to be developed. Above all, we must not be mislead to believe that there is some fairy godmother or godfather to whom we may appeal for a solution. No one is better equipped than we are to do our own analyses and to develop our own comprehensive strategies for dealing with this threat to Black teachers of the present and the future. We must not be mislead to believe that the news of effective solutions which we may develop will be met with joy and jubilation by all those, even within our own profession, who are direct and indirect beneficiaries of our misfortune. Our efforts must become systematic, sustained, well conceived, well executed, and sacrificial. Help will be abundant for the cosmetic actions which we may undertake. But, when we begin to change the foundation privilege upon which the present system rests, rather than merit, we will see everyone's true colors.

Before I try to articulate the bottlenecks in the maze more specifically, I want to make one more point as clearly as I possible can. There is much more at stake here than job protection for African-American teachers. The basic problem is to change the quality of education for African-American people and to change the quality of education for other Americans as well. There can be no quality education for a liberated people where the whole of schooling for some is in the hands of other people. There can also be no high quality education for White Americans if the current content and process in education remains the same. To operate a public school system without Black teachers, as the trends suggest will soon be largely the case, is to teach white supremacy in those schools without even having to say the word. No American can have a quality education if racism excludes Black teachers from schools, since only a racist system can tolerate the inequality which prevents the emergence of the talents of all Americans.

Let us now focus more closely on the total system and the specific bottlenecks for Black teachers. To summarize, we may say the following about the general condition:

1. Black teachers are less in number today than in the past, especially in the southern states where our numbers were concentrated.

2. Black principals are even fewer in number by proportion, again especially in the southern states where we were concentrated.

3. Black teachers and Black principals are more dispersed and therefore less in communication with each other and less available to Black children.

4. Black men are overwhelmingly absent from line administrative positions.

5. Black teacher candidates are fewer than in previous years and present prospects for increases are virtually nil.

6. The higher education environment which nurtured so many Black teachers has been undergoing drastic changes in faculty and student body make up.

7. Most Americans still do not believe that Black children or Black teachers are as smart as whites, and rationalize our lack of progress accordingly.

Prerequisite for Teacher Training

The quality of education for many Black children in the public schools has been declining, effecting the size of the pool of potential applicants for teaching training. Basic skills achievement levels destine most Black students to miss educational opportunities of higher education. The high school diploma with algebra in the ninth grade, a foreign language, and written communication skills is the ticket to the universities which have graduate programs. Only a little less is required for four year institutions where most of the teacher training for pre-service is done. Therefore, the present invisible tracking system which starts in kindergarten for many able Black children must be broken. It is clear that most serious private schools have a deliberate focus on the kinds of subjects that will be required for college admissions. They are known by their reputation as "prep" schools, as if all schools shouldn't be "prep" schools. Formal Black teacher education begins at least in kindergarten.

Evaluation Criteria

Increasingly, explicit statements about communicative and other basic skills competence for teachers are heard. For example, the Scholastic Aptitude Test scores for teacher candidates are compared to other undergraduate majors, with teachers usually at the bottom of the list. Then comparisons of the scores of Black and white teachers on these tests and other tests of basic skills are published to show that white candidates are better than Black candidates. Finally, several studies have reported comparison scores for teachers and high school seniors in general, with teachers coming up second best. There is a growing willingness to use such basic skills scores alone as prime criteria for teacher competency judgment.

The competence of teachers is also judged by reference to the National Teacher Examination, as I have already shown. The public and the profession appear to have real growing faith in the National Teacher Examination as a measure of teacher competency. And yet there is abundant evidence to show just how arbitrary such tests are. Of particular importance is the fact that they are tied to what was taught to many white students at home and in school. These things are different from one school to the next since there is no universal curriculum, and most Black students have never been exposed to the content for which they will be held responsible. For example, if the test content is modified, the ranks of test takers will change. For a study of questions used on the National Teacher Examinations (NTE), Donald Medley of the University of Virginia and Thomas J. Quirle, of Educational Testing Service

developed an experimental test that included questions "intended to recognize the contribution of American culture of people who happened to be Black (in the case of black items) or of people who happened to live in the last few decades (in the modern items)." Medley and Quirk found that the shift to the modern and black item questions resulted in a dramatic increase in the scores of Black test-takers. A complete shift from traditional to black items "would boost the score of the average Black candidate relative to that of the average white candidate by almost 19 points, nearly 30%." The researchers concluded that "these results leave little doubt that Black candidates tend to possess a different set of knowledge than white candidates, and that these differences have to do with conventional subject matter areas." (Nairn; 1980, p. 115.)

But these ways of determining who will be a good teacher are commercial scams. To use the National Teacher Examination or other examinations as the prime selection criteria is to create and promote an even larger scam. That scam is to pretend to guarantee "quality teaching" without reference to empirical evidence of pupil growth when the criteria are employed. Do teachers who earn high scores on these examinations have more success with students than teachers who score low? This crucial question has never been answered! How do successful teachers, those presently employed score on such examinations? We must change irrevelent criteria. The inability of test makers and policy makers to focus on student learning as the test of teacher competence is at the root of our powerlessness to change things.

Appropriate Curriculum

Once admitted to a teacher training institution, Black students, on their own or with counseling, disproportionately will find themselves in the social science majors. As such, they will become a part of the long line of candidates for teaching slots where there has been a surplus of teachers even in the good days. Therefore, Black students will tend to compete with each other for the most scarce jobs. Academic and personal support must be rendered to those Black students who are willing to try non-traditional, (for Blacks) majors. When the mathematics, science, foreign language or English openings occur, there must be Black students who have been prepared in those majors.

Logistics and Demography

Everyone loves the big cities, but it is Black people who live in them. Increasingly it is Black children and other cultural groups holding low status who make up the student population. In large measure, white parents still opt to send their children to private schools or public schools that were built by white flight. Black teachers have not been employed in significant numbers where white parents and teachers are yet in the schools. Further, the leadership positions in most large city schools remain filled by whites. Therefore geographic location of Blacks and the ethnic background of leadership in certain schools are also forces which effect the career options for Black teachers.

The seniority rule deserves special attention, since it affects the

retention chances of Black teachers and initial employment chances as well. This rule is based upon least one assumption which must be challenged and which should limit the general unrestricted application of what is otherwise a good rule. The assumption in teaching is that any given teacher may substitute for any other teacher, without much concern for the subject matter preparation of the teachers, and with no concern for the cultural background of the teacher. Students are not inanimate assembly line objects. Teachers do not perform uniform functions. The quality of instruction, even the possibiiity for successful instruction is, in part, related to the cultural mix of a faculty. Therefore, we must think of employment rules not only in terms of employment equity for individual teachers, but in terms of the primary mission of the school. No matter how "senior" a physician may be, he or she, cannot substitute for a neurosurgeon if he or she was trained as a pediatrician. The seniority rule should function within competency areas and not across the board. Some Black teachers have unique competencies for work with some Black children. But all schools need Black teachers and other groups in order to deliver non-racist education in a pluralistic society.

Organization

It is the absence of strong Black education organizations that leaves Black teachers vulnerable. Black educators should and must be a part of general education organizations. However, it is also a must that Black educators be a part of independent Black advocacy organizations. The

interests and priorities of Black educators are frequently urgent and unique. Flexibility, muscle, and options come from organizations where the priorities are not confused or confounded. For example, there is no excuse for the fact that accurate employment statistics on the Black educational administrator or teacher are unavailable for the past few decades, especially since 1954. We should have collected these ourselves. Anyone who does survey research can tell us that the research designer's approach or technique is of vital importance to the outcome of studies. For example, is an African born in Cuba a Black or "Hispanic?" Why are the statistics on the employment of the Black males and females seldom reported by sex? What is the breakdown for Black administrators as far as line and staff positions? What happens to budget size and authority as positions change from white to Black?

Without Black organization, no coherent, well conceived, sustained, forceful strategy can be mounted to solve our probelms. We need homework, resources, direction, strategies, and unity.

Research

To follow up on a matter which I mentioned above, we must consider the role of research in education. At present, public policy in education is tied to educational research, no matter how poor that may be. It is the researcher who becomes the shadow, confidant, advisor, even policy maker. Researchers appear legitimate to many. Many people believe publications and numbers more than they should. Researchers tell us who is retarded or who is skilled. They tell us which schools work or

whether schools work at all. They even give us reasons for school failure, the "genetic stock" of learners, "broken homes", "cultural deprivation". Researchers give us names for things both real and unreal, and we treat both as real. They tell us that children have "aptitudes" which can be known and that teachers have "competencies" which can be known and that teachers have "competencies" which they can measure. Researchers may tell us that families are more important than teaching in explaining a child's progress in school. But whatever they tell us, we have come to rely upon that way of knowing things. Yet we are not well represented among those who ask the questions, who set up the problem, who provide the answer and who render interpretation.

Since we are not well represented there, we believe that Basil Bernstein, Carl Beiuter, Distar, or McGraw Hill can tell us more about how to teach reading than can Septima Clark or the thousands of Black teachers who did it the old way, with few failures. For the former group, Black children are patients to be healed or puzzles to be solved. For the latter group they are students to be taught. Yet the research community has no knowledge at all of Septima Clark and the freedom schools in eleven southern states where 12,000,000 Black voters were taught to read. For them the thousands of competent Black teachers have never existed. Nor do they know of the schools today which are pockets of excellence for teaching Black children who are said by some researchers to have been beyond hope.

No matter how true a thing may be, for the American educator, too

frequently, it is not true until he or she has the permission of the researcher to think so. Therefore, the selection, survival and functioning of Black teachers is intimately linked to existing research activity and to the people who conduct it, since the researcher's eye will be turned on teachers, especially Black teachers more and more.

Teacher Education Content

A good deal of teacher education content is arbitrary and invalid, and has been since the first normal school was established. Yet when someone who has power says that arbitrary content is necessary, those without power must follow suit. Many Black teachers are denied access to teaching or loose interest in becoming teachers because of the content of the curriculum. Arbitrary, irrelevant, racist, and invalid content must be purged from the curriculum, especially if it impedes the progress of Black teachers. For example, to require the development of skill in the writing of behavioral objectives, while being unable to show that such skills can change the results for children for whom they are applied is to institute an invalid screen.

Even more important for the future of Black teachers and for some schools of teacher education is the need to establish knowledge which is not now available. In particular, Black teachers who work with Black children primarily must become the repositories for specialized knowledge about Black children. At least some of the predominately Black institutions of higher education must become the center for research on education and Black people. To fail in these things is to leave the field to dilettantes and strangers. For example,

where would you go to find the most comprehensive, systematic and valid research on the speech, developmental patterns, and socialization of the Black child? What specialized knowledge, perspective, and skills do Black teachers have over and beyond the regular fare? Recently I had occasion to ask that question on a Black college campus. I was told that just doing the regular thing in teacher education automatically caused teacher candidates to deal with Black child development, since they dealt mostly with Black children in their practice. I was amused, because so many white scholars have earned their daily bread and their promotions studying Black children. Hector Meyers at the Fanon Center in Los Angeles has compiled a book of abstracts of the last fifty years of Black child development research. (Meyers, 1979). It is a very large collection. Many scholars in other places have also learned that there are special things about the growth and development of Black children in Africa and in America. We can only hope that we don't have to hear it first from Harvard, Temple, Brandeis, Yale, Princeton or Stanford. I was impressed that at a recent National Institute of Education Conference which was conducted to determine what educators should do about the Black language case in Ann Arbor, the room was overwhelmingly white. As you may know, the vast amount of research which has been done up to now on the language of Black Americans has not been done by us. Although some of it is good, most is naive to almost any Black who speaks it. Our perspective has caused us to overlook a natural expertise which some of us and our trainees should develop.

Just as many Black children will continue to be taught by white

teachers, some good and some bad, many Black teachers will not be limited in their teaching. By assignment or by choice, they will teach in a variety of settings all types of children. Nothing that I have said is in any way intended to suggest that all Black teachers should teach only Black children or that Black children should only be taught by Black teachers. I merely want to point to jobs not done and expertise which is needed to build real competence into teacher training.

To summarize, there are a number of complex and interrelated factors which impinge upon the opportunities for entry into teaching and survival on the job for African-American teachers.

-Ignorance of Black History for use as background for data interpretation

-Racism in the regulation of selection and evaluation processes

-Invalid testing

-Insufficient descriptive data on Black employment trends and patterns

--Inadequate concept of a "quality education"

-Educational neglect in the public schools for Black children

-Ignoring student learning as a competency criterion

-Preparing teachers for teaching the present culturally limited curriculum (NTE Commons)

-The narrow range of undergraduate majors among prospective Black teachers

-White seniority in education employment in Black communities

-Unorganized or poorly organized Black teachers

-Limited Black research agenda

-Undocumented Black success in teaching for use as models

-Required but invalid pedagogy

-The need for a specialized knowledge base for information on Black teachers and learners.

The African-American teacher in America is a part of a heroic but unsung tradition. Teachers from that tradition had more than an average amount of sense of purpose and mission. Teachers from that tradition assumed more than an average amount of leadership and role modeling in Black communities. That tradition was supported by community cohesiveness, expectations, and respect for the teaching profession. It was supported by the hopes that African-Americans had, perhaps more than any other Americans, that somehow education was the route to freedom and opportunity.

Sadly, we must note a gradual erosion in that tradition. As Black teachers have become more isolated within and from specific communities we have begun to witness less identification with Black children and less of the commitment to teaching as a mission in life. Many Black teachers have joined some others in the use of language which shows low expectations for Black children who are poor, who are from single parent families, who speak Ebonics (Black Languages). Many of the able Black students no longer opt to train for teaching. These are things for which we can blame no one but with which we must deal.

Conclusion

The central point is this. Quality Black teachers for quality education is a goal that can be reached. There is no mystery about how to do it. Only will, resources, and hard work are required. The focus must be on the quality of instruction which Black teachers receive, not on the "limitations" which students may bring.

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ED212567

BLACK TEACHERS, BLACK TEACHER EDUCATION: ISSUES FOR THE EIGHTIES

BY

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Recent developments clearly indicate that the 1980's are likely to be difficult times for the schools and colleges of this nation. The declining birthrate, high taxes, desegregation, inflation, a general perception that schools are failing to prepare individuals for productive lives, and other such factors have had a significant impact on the public will and desire to support the education establishment. We are now in an era of retrenchment and reduction. Our experience as Afro-Americans in this society has taught us that in such times we are the group most seriously affected. There is no reason to think that it will be different this time.

The growing emphasis on retrenchment and reduction in education is having its effect. One manifestation of this effect is the increasing emphasis on accountability, measurement and evaluation. Legislators at the Federal, State, and local level, school boards, and boards of trustees of colleges and universities feel the pressure to assure their clientele that the dollars allocated to education are well spent. The assurance is taking the form of legislation and regulations that require instruction in the basic skills, minimum competency tests to determine who receives

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*Presented for consideration and dialogue at the National Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers at Norfolk State University, Norfolk, Virginia, June 26-27, 1980.

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a high school diploma, and more recently, competency tests to determine the qualification of candidates for teaching certificates. Advocates of these actions are quick to state that it is the minority community that stands to benefit most. On closer examination, however, it seems apparent that these requirements and regulations may have a potentially devastating effect on the Black presence in the teaching profession and teacher education programs in predominantly Black institutions.

It is very important that Black educators examine closely the rhetoric that accompanies the new requirements that we have cited. Take, for example, the popular cliche "back to the basics." This slogan, which has achieved great popularity, implies that at some point, the basics were emphasized in the classroom and that because of that emphasis performance in the "basic" subjects was better. At best, this is a questionable assumption. When it is applied to the Black experience, it is totally inaccurate. The schools have never provided for the masses of Black people adequate instruction in the "basic" subjects. Until recently, schools were operated on the premise that Blacks were intellectually inferior and that as a consequence of their inferiority a special, more limited curriculum was adequate. To some extent, this attitude still prevails and is most evident in lower teacher expectations for success on the part of Black students, in poorly conceived compensatory education programs and a massive indifference toward those schools that serve the masses of Black citizens.

Given this perspective "back to the basics" is still a slogan without much substance. It is also a slogan that is subject to varying interpretations some of which have obvious implications for Black teachers

and Black institutions. Clifton Wharton, in a recent article, identifies four interpretations that merit examination: (Wharton, 1979).

1. "Back to basics can mean educational austerity - usually fiscal but intellectual as well."

Here, Wharton speaks of the slogan as a manifestation of idealogical conservatism, of a type that sees curricula restricted to a narrow range. This point of view leaves little room for courses dealing with social issues so important to the development of the Black community. Controversy is avoided. The focus is exclusively on communicative and computational skills. One can easily surmise that for Blacks, already perceived as deficient in these areas the present curriculum would be narrowed even more. No rational person would deny that Blacks, like everyone else, need to be able to communicate and compute. One can question, however, the utility of a narrow curriculum, as implied here, that focuses on reading, writing and mathematics, to the exclusion of other subjects.

2. "Back to the basics can mean educational nostalgia."

It is not necessary to comment much here because there are no "good old days," educationally speaking, for Blacks. The danger is that we may allow ourselves to be lulled into the illusion that things were better at sometime in the past.

3. "Back to the basics can mean disciplinary education- an appeal to regulation and control."

Experience should teach us to be wary of this interpretation. There is a general perception that the Black student is a discipline problem, that he or she needs to be disciplined or controlled. It is interesting to note that the problem of classroom discipline became an urgent one as

schools were desegrated. Prior to that time, discipline was not viewed as a priority concern. One has to wonder if a "return to basics" offers any real solution to the problem.

4. "Back to the basics can mean remedial education."

Black Americans have years of experience in compensatory education programs. This experience has not always been good. Yet there is the perception that Blacks need compensatory or medical programs to enable them to meet minimum standards. Such a view does not address the issue of why the teaching/learning process was not successful in the first place. There is little to suggest that remedial programs, in basic subjects or otherwise, will adequately address perceive educational deficiencies.

5. "Back to the basic can mean career oriented education."

This interpretation is like the first one in that it suggests a curriculum that is narrowly focused on job-related subject matter. In the current job market, the liberal arts are considered somewhat superfluous. The real basics, as Wharton points out, became fields such as accounting and engineering, where educational ability made an immediately visible difference in job availability and salary level.

Black teachers and Black teacher educators have a high stake in the back to the basics movement. These institutions traditionally have strong ties with the elementary and secondary schools that produce their students. These ties form a basis for concerted activity to improve basic skills instruction in the early grades. Black institutions are in a unique position to work toward this goal in a manner that is responsive to cultural and societial factors that often go unrecognized.

Black teacher educators must speak out on the issue of back to the basics in their professional meetings and in articles and studies for publication. It is important for Black teacher educators to be involved in the definition of the basics. Black teachers and Black teacher educators should join in the research and testing efforts that are needed to improve the teaching of the basics in the early grades. Black colleges and universities, given their long history of commitment and involvement in teacher education, have the resources to accomplish this task. Hugh Scott suggests several questions that may be addressed in this effort:

1. In formulating the essentials of the basics in education, what consideration ought to be given to the fact that schools serve students who truly have exceptional needs related to physical, psychological and intellectual handicaps?
2. In formulating the essential elements of the basics in education, what consideration ought to be given to the fact that, in a heterogeneous school population, some students will exhibit abilities that are close to the "norm" (quotes added) and others exhibit abilities that vary widely from it?
3. In formulating the essential elements of the basics in education, what consideration ought to be given to critical areas of non-cognitive development?

These are indeed important questions, a sample of many that require study by educators who are sensitive to cultural differences and able

to bring that sensitivity to bear in the resolution of this important issue. If Black teachers and Black teacher educators can join forces in the articulation of the elements of the basics in education, then the "back to basics" slogan, in spite of obvious shortcomings, might have some positive effect on the quality of educational services for the Black community.

The idea that high school graduates ought to be able to demonstrate minimum levels of competency in those areas necessary to function successfully as productive members of society is appealing. It is particularly appealing in an era of retrenchment and restraint. The idea also has great political appeal for politicians who find it easy to blame educators for the social problems that continue to persist in our society. It is important to realize, however, that minimum competency testing, like other forms of evaluation, has political as well as educational implications. House, an educational evaluator, was very clear on this point when he wrote: (House, 1973).

> Contrary to common belief, evaluation is not the ultimate arbiter, delivered from pure objectivity and accepted as final judgement. Evaluation is always derived from biased origins. When someone wants to defend something or attack something, he often evaluates it. Evaluation is motivated behavior. Likewise the way in which the results of an evaluation are accepted depends on whether they help or hinder the person receiving them. Evaluation is an integral part of the political processes of our society.
>
> At its simplest, evaluation is the process of applying a set of standards to a program, making judgements using the standards, and justifying the standards and their application. But there are many standards, especially in a pluralistic society: which to apply? There are many ways of using the standards. Often, the initiator of the evaluation determines the standards...

> Whichever side the results favor will use them to gain political advantage. Evaluation becomes a tool in the process of who gets what in the society.

Minimum competency testing is not good or bad because it is political. The point is to realize that it is political and thus is subject to political influence. This influence is brought to bear in determining what competencies are included in a minimum competency test. This influence is a determining factor in deciding what is meant by minimum. At the heart of the issue is the question of control. Who controls the schools? Who determines who gets taught what and how much? The answers to these questions have clear implications for Black students, and Black teacher education institutions. Hugh Scott clearly points out the implications of the control question when he wrote that: (Scott, 1979).

> White Americans control the determination of funding levels for school systems that are heavily or predominantly black and far too many of them remain reluctant to support the provision of essential instructional services to school systems that are "too black" ~~in~~ student population. If the identification and indictment aspect of MCT (Minimum Competency Testing) programs were accompanied by additional funds to cope with deeply rooted and complex educational problems, the conceptual shortcomings of the programs would be less repugnant. But White America is registering too many complaints about the escalating costs of education to support significant increases in funding for predominantly black school systems. MCT will spur accusatory declarations rather than additional funding for heavily black school systems with severe needs.

It would be naive to expect that the accusatory declarations predicted by Scott would not be directed, at least in part at Black teachers and the institutions where they are prepared. Advocates of the merging or phasing out of predominantly Black colleges and universities will be quick to sieze on lower minimum competency test scores as evidence

that Black teachers are not well prepared, that the institutions where they receive their preparation offer programs that are less than adequate. While such accusations may be expected, they also demonstrate the necessity for Black educators and Black institutions to be actively involved in the desgin, implementation and assessment of the minimum competency testing movement. That involvement should include:

1. active participation in the development of procedures and policies for the implementation of minimum competency testing mandates
2. active participation in determining the definition of "minimum competency" for testing purposes and in the determination of appropriate competency levels
3. active participation in the development or selection of testing instruments to be used
4. monitoring and reviewing testing procedures including scheduling, administration, scoring and interpretation
5. monitoring and reviewing the school curriculum to insure that the content included in the test is taught
6. active participation in the design, implementation and assessment of remedial programs for students who do not "Pass" the test
7. continuous study and review of the testing process and its effect on the educational process for students, particularly those served by predominantly Black institutions
8. taking steps to insure the minimum competency testing

and its implications are adequately addressed in teacher education programs.

It is not likely that state legislatures, state boards of education and other legal bodies will seek the substantive involvement of Black educators and Black institutions to the extent implied here. Such involvement is more likely through an organized effort that is initiated in the Black educational community. What is being recommended is the establishment of a network of Black teachers and Black teacher educators who will become aggressively engaged in the continuous monitoring and assessment of the minimum competency testing movement from a Black perspective. Such a network should be a visible and active advocate for the concerns of Black children, Black teachers and Black teacher educators as they relate to minimum competency testing programs. Like other movements that preceded it, minimum competency testing is not likely to serve the Black community well if we have no hand in shaping its design or direction.

The step from minimum competency tests for students to competency tests for teachers is a very short one. Already Black teachers and Black teacher educators are experiencing the results of state mandate minimum scores on the National Teachers Examination (NTE). These mandates have been legitimated by decisions of the United States Supreme Court in a 1975 North Carolina case and a South Carolina case in 1977. In both instances the court upheld the state in the requirement of minimum scores for teachers certification purposes. The controversy surrounding these decisions is well documented. (McDaniel, 1977).

Black educators should closely review the court decisions requiring

the NTE. There is no question that these actions will have a severe impact on the number of Blacks who became eligible for teaching certificates in North and South Carolina. In North Carolina the number of Black who failed to attain the cut-off score of 950 has been estimated as high as 30% against 2% for whites. The implications are clear. Adoption of minimum NTE score requirements may lead to the severe depletion of Black teachers in the nations classrooms.

There are those who would say that the NTE, despite its well-known and well advertised deficiencies, is a valid indicator of teacher competence. Those holding this view would say that prospective Black teachers should bear the responsibility for improving their scores. The reality of the test requirements makes it imperative that considerable priority be given to an effort to raise the attainment level. While such an effort is underway it is important to realize that the NTE, too, is a political instrument and one of the fundamental questions relating to its use is one of control - who will be allowed to go into teaching? How many minority group members will be premitted to join the profession?

It is important to be clear on the question of testing for teacher competency. Minimum score requirements on the National Teachers Examination address only part of the concept. Even advocates of the NTE admit that it is primarily a test of cognitive knowledge. The degree of relationship between cognitive knowledge and teaching performance is yet to be determined. No one would argue that cognitive knowledge is not necessary but it is only one indicator of teaching ability or potential. In his discussion of the South Carolina case, McDaniel reports that the state department and the Educational Testing Service

joined in a validation study designed to head off a court decision questioning the arbitrariness of a required NTE score. While the study met the court requirements it left many unanswered questions. McDaniels (1977) states that:

> In spite of impeccable psychometrics, the validation study conducted in the fall of 1975 depended heavily upon 'professional judgement - or the subjective opinion - of panels of teacher educators. Content review panels were asked to make 'judgements of whether or not the content of each question in the test is covered by the teacher education program' and also 'judgements of the relation between the description of the test content...and the curriculum in terms of omission or emphasis.' Knowledge estimation panels took on the even more subjective task of providing 'estimates of the percentages of minimally knowledgeable candidates who would be expected to know the answers to individual test questions."

The fact that such a validation study met court requirements is clear cause for concerns. Evidently the justices felt that the professional judgement of teacher educators was a sufficient critertion in spite of the fact that no clear consensus exists on the question of what makes teachers effective. This lack of consensus is evident in the debates over the identification of competencies that are critical in competency-based teacher education programs.

The trend toward competency tests for teachers is developing more slowly than that for the testing of students. As of May, 1979, ten states required some form of competency test including five states which use the National Teachers Examination. It is interesting to note that the five states using the NTE, Alabama, Louisiana, Mississippi, North Carolina and South Carolina are all in the South. Three of the states using other forms of tests, Georgia, Florida and Tennessee are also from the same region. (Nothern, 1980). All of these states include districts that employ large numbers of Black teachers. All have pre-

districts that employ numbers of Black teachers. All have predominantly Black colleges and universities with established teacher education programs, many of them accredited by the National Council for Accreditation of Teacher Education (NCATE). Based on these circumstances, it should not be surprising that the use of cut off scores on the NTE or other insturments is viewed as a tool to eliminate Black teachers. There is nothing to indicate that the states requiring minimum NTE scores are more concerned about teacher competence. On the other hand, there is a legacy of segregation and discrimination that still impacts on the lives of Black professionals who live there.

The fact that competency tests for teachers have not caught on as fast as the testing of students may be attributable to the power of the organized teaching profession. The control of the gates to the profession is a primary objective of organized teachers. They view this control as essential to assuring professional security and integrity. It is not likely that state mandated requirements will be enthusiastically received unless they have the support of the organizations that represent the classroom teacher. Black teachers and Black teacher educators should not overlook the possibility of a partnership with the organized teachers in a coalition to ensure the survival of Black teachers in the classroom. While there is no argument with the notion that teachers should be competent it should be pointed out that the issue of teacher competence has political as well as educational implications. To neglect the politics of the issue would be dangerous and would limit the option for coping with the problems that are critical to the continued presence of Blacks in the educational profession.

Black educators and Black teacher education are directly affected by the "back to the basics" movement, the minimum competency testing program and the use of standardized test scores as a criterion for teacher certification. Predominantly Black colleges, despite problems stemming from persistent and pervasive racism in American education, have a long and proud history in the preparation of teachers. We must take positive steps to assure the continued involvement of these institutions in the training of those who will train tomorrow's citizens. Toward that end, the following recommendations are made:

1. There should be established at a predominantly Black college or university a center for the study of Black teachers and Black teacher education. The center should address such topics as:
   a) the identification of basic skills including the design, development and implementation of basic skills programs.
   b) the identification of minimum competencies, the development and/or selection of instructions for assessing those competencies and the monitoring and evaluation of minimum competency testing programs.
   c) the study and analysis of Black achievement on the National Teachers Examinations and other instruments administered to determine eligibility for teacher certification, including the review and assessment of these instruments and their use.
2. There should be established a network of Black leaders in

teaching and teacher education who would meet regularly to address problems and concerns related to teacher education in predominantly Black institutions. This organization should be an aggressive advocate on behalf of Black teachers and Black teacher educators.

3. Black teachers and teacher educators should design, develop and implement a coordinated program of research and development to address the problems and concerns related to the education of students in predominantly Black schools and school districts.
4. Black teachers and teacher educators should seek greater visibility and involvement in national professional organizations and learned societies to ensure public recognition of their contribution to the profession.
5. Black teacher education programs should include experiences designed to provide students with broad experiences in test taking, test analysis, test administration and scoring, etc.
6. While exercising a responsibility to provide realistic employment opportunities for students, Black institutions should recruit promising candidates for entry into the profession.
7. Predominantly - Black colleges and universities should launch an organized effort to forge a partnership with the elementary and secondary schools that provide their students. This partnership should be designed to improve the quality of educational experiences at the elementary and secondary level and to reduce the rate of attrition among Blacks at the college level.

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THE UNFINISHED REVOLUTION: GENERAL CURRICULUM AND STANDARDIZED TESTING*

BY

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Leadership in achieving equal educational opportunity is expected from institutions of higher education since, historically, direction for organization, administration and instructional strategies in elementary and secondary education has come from colleges and universities. However, the role that higher education might take to facilitate the reduction of the conflicts in general curriculum and standardized testing at the elementary and secondary levels is lessened by the unresolved issues remaining in higher education itself.

The schools play a major role in transmitting our culture from generation to generation. The conditions of American society are reflected in its schools. The schools can perpetuate those conditions or, with support, they can reflect the principles of democracy, thus leading the way and setting the pattern for society.

Equal educational opportunity is the spring board for equal opportunity in the real world, and is the hope of blacks, other minorities and whites for fair participation in the economic marketplace. Equal educational opportunity is also a necessary prerequisite to the mutual respect and understanding among diverse groups on which the success and

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*Presented for consideration and dialogue at the National Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers at Norfolk State University, Norfolk, Virginia, June 26-27, 1980.

stability of American society depends. (National Task Force on Desegregation Strategies, 1978, p. 2.)

THE ISSUES: GENERAL CURRICULUM

The general trend over the last 35 years has been for more Americans to attend school and to stay in school for longer periods of time. But the increase in educational attainment and enrollment in higher education has been more outstanding for blacks than for whites. Between 1969 and 1974, the number of nonwhites, aged 25-29, with a high school education increased by almost 33 percent; the increase among the same group of whites was closer to 20 percent. In 1968 blacks composed 6.4 percent of college students 16-24 years of age; by 1973 that figure had risen to 8.4 percent, an increase of over 30 percent (Digest of Educational Statistics, HEW, 1974). But as of 1972-73 only 2.7 percent of the doctorates awarded went to Black students (HEW, 1974), and it is worthy of note that the majority of these (59 percent) were in one area - education (HEW, 1974).

An important measure of the success of education, particularly higher education, is the extent to which it provides sutdents with future "life chances." Both the positive trends in Black higher education opportunities and higher dropout rates among Blacks must be weighed against this critical postgraduation context: a college degree is becoming less and less of an assurance to employment. Unemployment rates for Black college graduates were close to and in one year lower than those of their white counterparts in the late sixties and early seventies, but they are increasing and the gap is widening once more (Condition of Education, 1976, p. 242). In general, minorities suffer

from a greater rate of unemployment with or without a college education, and:

> It is ironic but evitable that just as college opportunities are finally within reach of so many new students, the colleges are losing their capacity for social and occupational placement. Because so many have been to college, a college education is now a necessary but no-longer sufficient condition for social mobility. Not having the degree may block opportunities, but having it will not ensure them. (The Second Newman Report, 1973, p. 18)

Black Colleges and Universities

According to the Office for the Advancement of the Public Negro Colleges, there are 34 historically Black public colleges, almost all of which are located in southern or border states. The Directory of Traditionally Black Colleges and Universities (1971) lists a total of 87 traditionally black four-year institutions. A comprehensive overview of enrollment is not easily obtained because some reports include two-year Black colleges and others collect data from institutions "predominantly" Black as contrasted with "historically" Black. But in 1974 the Office for the Advancement of Public Negro Colleges reported that Blacks composed 6.7 percent of the total enrollment in higher education, with approximately 24 percent of that figure attending historically Black, nonpublic institutions; and 64 percent in historically white institutions (Jones, 1970, p. 7).

Although total enrollment in Black colleges has increased there are actual and anticipated decreases for some of these schools. One significant problem is direct competition from predominantly white institutions located in the same city or within easy commuting distance. In almost

all of these cases, the Black school was there first and the white school duplicates its programs and draws funding from the same source (Fourth Annual Report of the Educational Opportunity Fund, 1972-74, 1975). According to Egerton (1971):

> ...the prevailing pattern is one of racially separate and unequal higher education...(None of the schools) rates as a good bet to remain predominantly black but become equal in status, prestige, staffing and funding to its predominantly white sister institutions (p. 15)..... Whereever public black colleges exists, they are either facing the loss of black identity through integration or merger, the loss of quality through attrition and neglect. The only alternative they don't have - and never have had - is to be black and equal (p. 29).

The reasons generally agreed upon for the decline in higher education enrollment are: a greatly slowed birth rate; a tightening professional job market combined with sharply increased costs for higher education; a decline in the middle class student's interest in pursuing a B.A. as an entree' to the labor market; the absence of selective service and other national pressures that historically have sent enrollments skyrocketing; and the over-building of industrial plants and staffs in the boom 1960's.

With the declining enrollment in higher education, changing student interests and new curriculum patterns, the liberal arts and humanities curriculums are faced with a particularly severe crisis. Many institutions are currently feeling the effects of hug shifts of students away from the social sciences and humanities and into business and the vocationally oriented departments. A silent war is being waged within academia over how to adjust to these changing patterns and the political pressures for financial economy. (Winn, 1980, p. 686).

THE ISSUES: STANDARDIZED TESTING

The American instructional program is based on the teach, test strategy. However, the increased use of standardized tests by elementary and secondary schools, colleges and graduates, schools has caused public furor. "Current conflicts over test bias and "truth in testing" reflect differing aims of education and the increasingly important social role of testing in our society. (Haney, 1980, p. 640).

Standardized testing is much in the news. Even more than earlier debates - in the early 1960s, concerning personality tests, and in the 1970s over bias in tests - the current furor over standardized testing has become both highly public and intensely political. Testing is being debated in state legislatures and in the U.S. Congress. It is being covered widely in the popular press and on TV and radio. Federal courts more and more are asked to adjudicate testing controversies. The popular prominence of current debate over testing was perhaps epitomized by the appearance of Ralph Nader on the "Tonight Show" on January 24, 1980, to publicize the recent Nadar report on the Educational Testing Service (ETS). After condemning the "reign" of ETS, Nader gave an impassioned plea for wider consideration of traits like perseverance, wisdom, idealism, and creativity - traits that cannot be measured by multiple - choice aptitude and achievement tests of the sort ETS publishes. The "Tonight Show" audience broke into spontaneous applause.

The incident symbolized the depth of feelings over standardized testing, but it barely scratched the surface of the myriad concerns and conflicts currently swirling around testing. Should students have to

pass minimum competency tests in order to pass each grade or graduate from high school? Should "truth in testing" legislation be passed to guarantee that test-takers have access to corrected test results and to force test sponsors and developers to be more accountable for the instruments they produce and profit from? Should the role of standardized tests as gatekeepers to educational and occupational opportunities be enhanced or diminished? And whatever their role, how can tests be made more fair, to enhance equality of opportunities for both poor and rich, male and female, black and white, young and old?

Dozens of states around the country have implemented competency testing programs so as to provide a new standard for award of the high school diploma, a guide to grade-to-grade promotion, or to identify students for remedial instruction. Though rationalized in several different ways, minimum competency testing programs seem in large measure to represent a worry that all is not well with America's schools, but they may be as much a symptom of the worry as a solution to it. In many places competency testing programs are being implemented without enough attention to how well the tests match the goals and curriculum of schooling and remarkably little consideration has been given to how instruction should be organized to help students who do poorly on the tests. These and other controversies concerning minimum competency testing were addressed most clearly in the federal court case of Debra P. v Turlington in Florida - a case brought before the court on behalf of ten Black students and others who were to be denied diplomas after failing Florida's functional literacy test. Data presented during the trial indicated that had the diploma sanction been enforced, 20 percent of Black high school

seniors in Florida would have been denied diplomas as compared with only 2 percent of white high school seniors. After a trial of several weeks, the federal judge in the case ruled in July 1979 that the Florida testing program was unconstitutional because it perpetuated the effects of past discrimination and because it was implemented without an adequate phase-in period. As a result, he ordered a moratorium until 1982 on use of the Florida test to deny students a regular high school diploma. The Florida case is now under appeal, but no matter how it is resolved, minimum competency testing at the elementary and secondary level will probably provoke more controversy over the social role of testing.

The "truth in testing" movement is of more recent vintage than the competency testing movement, but it is generating no less debate. It refers loosely to a variety of efforts to regulate standardized testing, many of which have taken the form of legislative proposals to require that: (1) Individual test takers have access to corrected test results within a specified period after test administration; (2) Test sponsors and/or publishers file information on test development, validity, reliability, and cost with government agencies; and (3) Testing agencies give individual test takers information on the nature and intended use of tests prior to testing, and guarantee their right of privacy concerning their own test scores. The common rationale for such proposals is threefold. First, advocates argue that as a matter of simple justice, test-takers should have the opportunity to review the corrected results of tests which have important consequences for their educational and job opportunities - they should know the basis on which they are judged.

Second, proponents of truth in testing maintain that test sponsors and publishers should be more accountable for the intellectual quality and social consequences of the test they produce, and that public disclosure will help bring that about. Third, they argue that the limitations of standardized tests - the fairly wide margin of error implicit in any individual score, the limited validity of test scores to predict things like future educational attainment and job performance, and the fact that test scores typically correlate with measures of social and economic background - should be more widely known, especially to individuals who take the tests.

Students of standardized testing often distinquish among several social functions tests may serve; for example, selection, placement, assessment and guidance, instructional improvement, program evaluation, and accountability functions. The current troubles over testing deal with several of these different roles of tests. The truth in testing legislation is aimed almost exclusively at post secondary selection and the role of IQ tests in selecting out retarded students from the general population of children. Nader's target, ETS, derives the bulk of its revenues from selection and admissions testing programs. Minimum competency testing aims at both placement and improving instruction. More broadly, all of these deal with accountability; with various forms of social accounting by institutions.

ALTERNATIVES

This discussion has focused on the issues involved in the general curriculum and standardized testing controversial. Solutions to the

issues will depend upon teacher involvement with professional organizations, parents, students and community agencies which can form strong lobbies to affect positive changes in curriculum and test development for the future.

Open admissions, free tuition, state scholarships and loan programs are significant efforts to meet the unfinished revolution. Other services which could have direct impact on equal educational opportunity for Blacks are:

> Counseling services which provide assistance in making college and career choices. These are particularly helpful for high school freshmen and sophomores and are provided by both higher education institutions and independent agents.
>
> More extensive programs, such as College Bound, which target support to minority students throughout high school, as well as assisting them in making an appropriate college choice. These may be provided by or in cooperation with colleges and universities which then admit and offer financial assistance to successful program graduates.
>
> Expanded outreach programs such as Antioch's conducted by colleges and universities, to recruit students "who normally would not seek college as a means for realizing their potential."
>
> Cooperative programs between high schools and community colleges which would expose minority students to the college experience. These could range from an option to substitute a year at the college for the 12th grade, if basic state requirements had been completed, to an option to elect certain courses on the community college campus. An important variation on this theme would be a high school equivalency program available at the college to older students who had either dropped out or been pushed out of high school.

THE FUTURE

The effect of the educational changes of the seventies on Black teachers was momentous. It was a period when more than 200,000 teachers in the south and border states lost their jobs. It was the period when minimum National Teacher Examination scores were required for teacher

certification and as a basis for salary. It was the period of declining student enrollment. It was the decade of the educational revolution for Black teachers.

This unfinished revolution continues as America moves into the eighties. U. S. Labor Department economists predict that nearly 16 million jobs will be created in the 1980s. That means there will be six jobs for every five that now exist. About half of them will be in white-collar occupations.

While there will be growth in the number of professional jobs, growth will not occur in all categories. Declining birth rates have decreased the demand for teachers, and as the "baby bust" generation works its way through college, the demand for college faculty will also lessen. Some demographers predict that birth rates will rise by the mid to late eighties, so the demand for educators could increase later on. Still, except for a brisk increase in the number of preschool and adult-education opportunities, the overall demand for educators will be weaker in this decade than it has ever been.

On the other hand, the demand for engineers should rise rapidly, especially in energy related industries. An increased need for medical care calls for more physicians, dentists and other health professionals; support staff is expected to grow rapidly. The outlook for nurses is bright, especially since the number of nurse-practitioner programs have increased in schools and hospitals. Opportunities for nurses will be greatest in the South and in inner cities.

In general, the need for other professionals (including lawyers,

physical and social scientists, labor relations personnel and social workers) will also be up in the 1980s. Jobs openings are expected to increase by more than 20 percent between 1980 and 1985 in Alaska, Wyoming, Utah and Nevada but by only three percent in Rhode Island and New York. Job growth will be lower in California, Pennsylvania and Illinois than in Florida, South Carolina and Texas.

The need for managers, except for those who are self-employed, will increase in the 1980s, but will vary by industry. Bank management and health administration jobs will increase at the fastest rates, while growth in the numbers of educational administrators will be sluggish.

The picture in crafts is mixed. While decline in employment is expected for cabinet makers, jewelers and some heavy equipment machinists, the demand for construction workers and computer and machine repairers should increase sharply. Opportunities in crafts jobs are often ideal because of the high hourly wages after training is completed and the excellent benefits negotiated by unions. Since both the Labor Department and the Equal Employment Opportunity Commission note the underrepresentation of Black women in these jobs, unions will be obliged to alter their recruitment method to attract more women. (In fact, in the fall of 1979, Labor Secretary Ray Marshall appointed a committee to monitor the increase Blacks in construction jobs.) While craft jobs have rich opportunities, the occupational segregation experienced by Blacks and women make some of them reluctant to enter the trade.

Clerical jobs will increase dramatically. Many will involve the handling of equipment, especially computers. Thus, the need for file

clerks and stenographers will decline, while opportunities for word-processing specialists, bank tellers, bookkeepers, secretaries and typists will improve.

Seven rapidly evolving technologies that will change American life have been identified by Westinghouse Electric Corporation researchers, who say the developments will help solve the nation's productivity and energy supply problems. The seven are:

1. Lasers. These devices produce intense beams of light that can cut steel sheets, weld metal, and perform delicate eye surgery. Experts predict that lasers may be used to harden metal, read video disks, and cut the cost of separating uranium 235 in the nuclear fuel enrichment process.

2. Optics. By using fiber optics - light passing through hair-like glass strands - telephone calls and other data can be transmitted farther, with less power, and through a smaller carrier than is possible with conventional methods. One thousandth of a watt of laser light can carry one million simultaneous telephone conversations. The technology will also greatly enhance information collection and processing.

3. Microprocessors. These computers on a chip of silicon are the nucleus of minicomputers which can process, store, retrieve, and communicate millions of pieces of information. In industry, microprocessors will be used to control assembly-line robots, run energy conserving electric motors, and operate the evaluators and heating, cooling, and security ststems of buildings.

4. Robotics. With microprocessors for brains and lasers for tools, robots are entering factories and performing jobs that are hot, heavy, hazardous, and monotonous.

5. Solar Photovoltaics. The direct conversion of sunlight into electricity has long been used to power earth satellites, but at high cost. Growth in world-wide uses may bring down production costs, Westinghouse says.

6. Coal Conversion. "Probably the key conversion technique to be developed in the 1980s" says Westinghouse. Gas produced from coal can be used in a combined gas, steam, and electric turbine generating plant with high efficiency and low cost - and without polluting the atmosphere. The gas can also be converted into liquid fuels.

7. Fuel Cells. The cells, which produce electricity through electrochemistry, will be demonstrated in prototype by 1985, according to Westinghouse scientists. Efficient, nonpolluting fuel cells could eventually supply both electrical power and heat for neighborhoods, shopping centers, and apartments.

These predictions point out the need for a general curriculum that will train people for the types of jobs which will be available for the 80's and 90's. The general curriculum must also include the development of test taking and skills. This skill will help Black teachers and students to improve their test scores significantly on standardized tests.

SUMMARY

The tangle of teaching troubles is too complex to be easily unraveled. But one problem whose solution seems fairly straightforward is the matter of illiterate and uninformed teachers. Competency tests can and should - be administered to screen out teachers, old as well as novice, who lack basic skills. Such screening would benefit pupils, but it would also put pressure on colleges to flunk substandard students bound for a career in teaching. Indiana University Education Professor David Clark asks rhetorically: "Is it more important to make it easy for kids to reach professional level, or to have good teachers?" Pressure is also needed to ensure adequate funding for teacher training. As a typical example, at the University of Alabama last year total instructional cost for a student in a teacher-education program was $648, in contrast to $2,304 for an engineering student.

In a classic 1960s study titled The Miseducation of American Teachers, James D. Koerner, now program officer at the Alfred P. Sloan Foundation, called for the opening of new paths to careers in teaching. At present

a state certificate is required for public school teachers who earn it by completing practice teaching and specialized education courses (such as philosophy of education and educational psychology). According to Koerner there is little evidence that this program of study improves teacher performance. Koerner calls for more intellectually demanding but more flexible requirements to make the field more attractive to talented people who lack specialized teaching credentials. A small step in this direction is a three-year-old pilot program run by the school board in Hanover, New Hamsphire. There, college graduates who want to teach are carefully screened for such qualities as imagination and love of children, as well as academic competency. After a year of probationary teaching, chosen candidates become certified teachers.

Dr. W. E. B. DuBois vividly described the current feelings of Blacks in his autobiography; He wrote:

> One feels his two-ness, an American, a Negro, ~~two~~ souls, two thoughts, two unreconciled striving, two warring ideas in one dark body.....The history of the American Negro is the history of this stife, - this longing to attain self-conscious manhood, to merge his double self into a better and truer self....He would not Africanize America for America has too much to teach the world and Africa. He would not bleach the Negro soul in a flood of white Americanism, for he knows that Negro blood has a message for the world. He simply wishes to make it possible for a man to be both Black and an American, without being cursed and spit upon....

In order to comprehend this dichotomy one must try to visualize the impact of oppression, segregation, and the American creed in creating ambivalent loyalties toward one's self, race and nation. Black Americans are a part of two cultures, and two educational systems that perpetuated a whirlpool of social entanglements and inner psychological paradoxes. But we must actively become involved in curriculum planning and test development for the future.

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PROBLEMS AND STRATEGIES RELATING TO EMPLOYMENT AND RETENTION OF BLACK TEACHERS, INCLUDING SOME ATTENTION TO SPECIAL SKILLS NEEDED BY BLACK TEACHERS IN ORDER FOR THEM TO WORK EFFECTIVELY AS ADVOCATES FOR BLACK CHILDREN *

by

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If we permit ourselves to listen to the critics or "super critics" we would be led to believe that "there is no hope" for public education. In support of their criticism, these critics have labeled today's public schools as jungles, prisons and failure factories. They further conclude that today's classroom teachers bear little or no resemblance to yesterday's teachers by contending that they are non-committed. Nevertheless, when one realizes that today's public schools are merely a reflection of the larger society with all its problems, our public schools, in spite of the critics, are doing an incredible job against overwhelming odds. And my travels and observations in today's classrooms dictate to me that instead of "no hope," "there is nothing but hope" for public education in America.

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*Presented for consideration and dialogue at the National Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers at Norfolk State University, Norfolk, Virginia, June 26-27, 1980.

If we accept the premise that there is nothing but hope for public education, who are the key change agents charged with the responsibility of assuring us that those children who attend the public schools will receive a quality education? They are the classroom teachers: "The key to success in any classroom in America--urban, suburban or private--depends largely upon the quality of the classroom teachers. Good teachers--teachers who are concerned and committed (not gadgets, teaching machines, color televisions, computers or other technological boons) --are especially needed in urban education." (Pinkney, 1977.)

Why urban education? "Those unable to recognize that urban education has run the full cycle and now educates predominately the poor and the Black keep asking the question: What makes it different? They fail to realize that public education in most of our large urban areas comprises a student population primarily Black or poor, whether we blame the courts, busing, "white flight," or other causes. (Pinkney, 1975). And there are those classroom teachers who are unable to accept and cope with the changes in the public schools' population. In addition, they seem to believe that certain cultural groups are uneducable, thereby maintaining limited expectations instead of expanding expectations for them. As teachers exit from urban school systems and other public schools, the need is reinforced to identify problems and strategies relating to employment and retention of Black teachers--teachers who at least share a commonality of cultural backgrounds.

What are the problems and strategies related to the employment and retention of Black teachers?

THE QUALITY OF THOSE WHO ENTER TEACHER TRAINING PROGRAMS - Far too often in the past, schools of education have accepted students who were rejected by other schools or undecided as to whether or not they wanted to pursue a teaching career. This may have stemmed from the widespread belief that anyone can become a teacher or the belief that a career in teaching is an "easy way out."

If we are to change this popular belief in reference to teacher education, efforts must be made to utilize a more effective screening device for entry into schools of education. In addition, schools of education should reinforce their recruitment efforts in search of promising Black students. Maybe too often in the past we have taken students and teacher training programs for granted.

GETTING BEYOND THE MYTH - There is a prevailing myth that a vast majority of Black teachers are unqualified (inferiority syndrome). And because of this myth, Black teachers are often denied employment. Too often where Black teachers have been employed, they have been employed based upon some quota or percentage of their cultural group. Often qualified Black teachers are unemployed based upon racial quotas. Personnel departments must start addressing and solving this problem by employing those who want to teach children instead of those who temporarily want to pickup a paycheck.

KNOWLEDGE OF SUBJECT MATTER AND THE TEACHING SKILLS - Prospective Black teachers must be assured (self-concept) that they posses a knowledge of subject matter and required teaching skills.

Those prospective teachers who maintain personal doubts in reference to their ability to instruct and manage today's classroom will only encounter a brief career in the classroom. A lack of knowledge and teaching skills enhances a teacher's chances of classroom failure or "burn out" and an exit from the the classroom.

If teachers are adequately prepared for a teaching career, chances are they will encounter long tenure as classroom teachers. The responsibility for preparing effective teachers rests with schools of education. Schools of education, especially those that are predominately Black, have a challenge and responsibility of helping school districts, through ongoing contacts and communication, to understand their role and mission and the type of products (teachers) they are producing.

EFFECTIVE COMMUNICATION/ARTICULATION - Unless one is equipped to communicate during and interview, chances are he or she will not be hired. No group of people has a monopoly on effective communication/articulation. Black teachers can learn to communicate effectively. <u>All</u> of us can learn to communicate effectively. The strategy here is to identify and plan programs during teacher training that enhance the communication skills of Black teachers. The development of effective communication skills should become a priority in teacher training programs. Those who are articulate stand a far better chance of employment and retention that those who posses poor communication skills.

SELF-CONCEPT - One's self-concept largely determines one's action. If this premise is accepted, then a teacher's belief about himself or herself is a crucial factor in determining his or her effectiveness in the classroom. Research indicates that the teacher's attitude toward himself or herself and others is as important, if not more so, than his or her techniques, practices or materials. As a strategy for preparing classroom teachers, emphasis must be placed upon helping teachers develop positive self-concepts in reference to knowledge of subject matter and teaching skills. Before one is able to reach out to like, respect and help others, he or she msut have a positive self-concept. And the lack of knowledge of subject matter is an unpardonable sin.

REVOLUTIONIZING THE CLASSROOM - Far too many of today's classrooms are morbid and many of today's students suffer boredom and eventually dropout of school. In order for classroom teachers to become change agents, help must be provided through teacher training programs and continous in-service training.

To just prepare classroom teachers who will simply modify classroom methods isn't good enough. Instead, teachers must revolutionize classroom methods. According to Carl R. Rogers, "It is no longer accurate to call them teachers. They are catalyzers, facilitators, giving freedom and life and the opportunity to learn to students." (Rogers, 1976). And today's students, especially Blacks, are in need of and in search of dynamic classroom teachers.

"Unlike many suburban or private schools where children achieve in spite of teachers, teaching in urban systems requires a different kind of commitment. The classrooms than her counterpart in suburban or private schools. (Pinkney, 1975).

Harry L. Miller contends that "for a long time now, the American public schools have been able to coast and get away with poor teaching by depending on the motivated and reinforced middle class pupil and parent. In sharp contrast, the disadvantaged child is completely dependent upon instruction. . . (Miller, 1957).

In spite of classroom teachers or anyone else, the only justification for funding and continuation of public education is to educate children. And some of today's educators seem to believe that there are certain cultural groups who are uneducable. Kenneth C. Clark observed in Dark Ghetto that "children treated as uneducable invariably become uneducable." (Clark, 1965). In addition, far too many classroom teachers tend to perpetuate their own limited expectations of children from the "other side of the tracks." Such excuses by classroom teachers tend to exonerate teachers of all blame and more often place the blame upon the children and their parents for the pupil's lack of success in our public schools.

Nevertheless, instead of criticizing those classroom teachers who hold negative beliefs about certain cultural groups, Black teachers must help those teachers understand that these children are "warm human

beings" with potential to learn the same as any other group of children. In order to help classroom teachers in general understand Black children, Black teachers need special skills to work effectively as advocates for Black children. Black teachers should refrain from joining their colleagues in the condemnation of Black children in the teacher's lounge. Since desegregation, Black teachers have been known to join in the criticism of Black children.

What are the special skills needed by Black teachers in order for them to work effectively as advocates for Black children? As a beginning, Black teachers need to help their professional colleagues eradicate traditional myths and half-truths in reference to Black students. Such myths and half-truths cause far too many classroom teachers to have the following misconceptions:

NO ONE CARES - Too often, it is believed that neither Black parents nor their students care about education. And since they don't care, teachers say repeatedly and appear to believe that it is not possible to educate them. To reinforce their thinking, teachers use "poor heredity," "poor home background," "cultural deprivation," "low I.Q." and the like.

The myth that Black parents and children don't care is unfounded. Research is not available to support such an assumption. After twenty plus years, all in public education, I am convinced that Black parents and children do care and they too want an education. Where and when classroom teachers understand and believe that we all care, they tend to change their attitudes and their expectations

and to reinforce classroom instruction. Black teachers can and should help destroy myths in reference to education for Black children.

PERCEIVING STUDENTS AS UNABLE - Instead of perceiving students with certain cultural backgrounds as unable, students should be perceived as able. Recent research by Bloom and associates concludes that most students achieve similar levels in learning ability, learning rate, and desire for further learning when they are provided with favorable learning conditions. (Bloom, 1976). William Purkey further contends that "The direction that students follow is heavily influenced by the beliefs that teachers hold about them... Teachers who believe that certain children cannot learn and benefit from instruction, will have little success in teaching them. (Pinkney, 1978).

The negative perception of students often held by some classroom teachers can be changed through communication and assistance from their colleagues. Such perceptions are often perpetuated because of a lack of knowledge, information and understanding of certain cultural groups. Those Black teachers with similar cultural backgrounds must become advocates for Black children, thereby helping other teachers understand Black children. I firmly believe that <u>all</u> children can learn, and this is the message we must take to "Garcia."

INNATELY INFERIOR STUDENTS - Through extensive research, Jensen, (1969), Shockley (Rogers, 1974) and others have tried in vain to prove that Blacks are innately inferior. And thus far, their re-

search has proved invalid and void of merit. Nevertheless, there are perhaps far too many classroom teachers who tend to still believe that this false accusation against Black students has merit. And by virtue of their beliefs, these teachers act and react to students accordingly.

We must help our colleagues understand that inferiority and superiority are non-monopolistic. Through effective communication, Black teachers can help their counterparts understand Black students, thereby enabling them to move beyond the inferiority syndrome in reference to their beliefs about Black students.

"BLACK ENGLISH" - Too often, those Black students who speak "Black English" are prejudged as "slow," "dumb" or "inferior." And instead of classroom teachers using students' speech patterns as an instructional tool to teach them correct English, they are using these speech patterns against Black students. Because Black students often bring to school a dialect, there is no reason for them to be prejudged and labeled or assigned to classes for special education. These are some of the dangers that those who advocate Black English seem to overlook or ignore.

Because Black English is commonplace in the Black community, students bring the same to school with them. Through the effort of Black teachers, other cultural groups may be helped to understand and use the Black dialect as an educational tool. This is a unique role that predominately Black schools of education and Black teachers can play in helping their colleagues understand and use "Black English" in a positive manner. In addition, Black teachers

can play a role in destroying the myth that Black children and their parents are satisfied with their speech patterns and don't want to improve their communication. I have never met Black parents or Black students who did not want their children to learn to communicate effectively.

Yes, there are certain skills needed, especially by Black teachers, in order for them to work effectively as advocates for Black children. They are:

SKILLS IN BEHAVIORAL SCIENCES - The behavior pattern (attitude) of the teacher is a characteristic that quite often may be far more important than what the teacher thinks or knows. The behavior and the way the teacher relates and interacts with the child are the basis for the learning attitude of the child. Black teachers can and should be prepared through teacher training programs to help other cultural groups form positive attitudes toward Black children.

SKILLS IN INDIVIDUALIZED INSTRUCTION - Through individualized instruction, teachers are able to meet children on their own terms and start their learning experiences where they are--not where they ought to be--then lead them to higher levels of achievement through a series of skills mastery and concept understanding. Such teachers refuse to make unwarranted or invalid assumptions about children because they happen to come from the other side of the "railroad tracks."

Although all students would benefit from reinforced individualized instruction, there exists a specific need for this type of instruction for Black students. To be able to focus upon and address the

individual needs of Black students, classroom teachers need help in becoming skilled in individualized instruction. This is an important skill for Black teachers to possess and share with other classroom teachers. Many of today's teachers would like to individualize their instructional programs based upon the relevant needs of their students. However, due to the lack of training, knowledge or help, they are unable to do so.

SKILLS IN UNDERSTANDING CULTURAL BACKGROUNDS - In order to understand and appreciate the worth of all children, the classroom teacher should understand the verying cultures of children assigned to his or her classroom. Once teachers are familiar with these variations, they refuse to believe that any culture is inferior and accept the fact that children are different, but not inferior. Black teachers can and should become skillful in helping their colleagues expand their expectations for all children, especially Blacks, even though they are culturally different.

SKILLS IN STUDENT MOTIVATION - The classroom teacher should be able to motivate students and lead them to believe that they can learn. Due to many frustrations, students often need constant motivation. Teachers can and should use both the cognitive and effective domain to prove to students that they are concerned about their education and their general welfare.

As we prepare for the decade of the 1980's and as the critics or "super critics" continue their accusations that our public schools are dying, schools of education must reinforce their efforts in refuting such allegations. As the student populations of the public schools

change to those who are poor or those who are Black, it is only fair that a large percentage of Black teachers be employed to help those children who trek to school daily.

According to U.S. News and World Report, "Expulsion and suspension often involve minority children--even when they makeup a smaller percentage of the enrollment. A nationwide study . . . found that three times as many Black students as whites were suspended" (U.S. News and World Report, 1976). In addition, it has been reported that in some urban areas the rate of absenteeism among Blacks and the poor has reached a high of fifty percent. Further research reflects that a vastly disproportionate number of Black students in our public schools are assigned to special education classes.

These are a few of the evidences that clearly indicate to me that certain cultural groups may be more misunderstood than understood. Because these children--children who need so much--are misunderstood, the need exists for employing and retaining more Black teachers. To identify the need for more Black teachers in the public schools is not intended as a criteria of their white counterparts. Nevertheless, it is intended as identifying a justifiable need. I further believe that predominately Black schools of education have a unique challenge and opportunity to plan programs designed to equip Black teachers with those kinds of skills needed to help their white colleagues change their attitudes in reference to Black students.

Instead of joining the critics in the teacher's lounge in criticism of Black students, Black teachers must be equipped with those skills that will enable them to work effectively as advocates for Black children. In the final analysis, the destiny of one cultural group to be miseducated, chances are we will eventually do the same to others.

I have heard all of the traditional excuses and accusations of racism; nevertheless, I doubt seriously if such continued accusations will solve the problems for which we are gathered here. I, above all, know that the excuses, blame and so forth will not help those Black children who are often being miseducated. Instead of the traditional excuses and blame, the time has come for us to reinforce our efforts and find solutions to the problems confronting Black children in reference to education. This may even call for giving greater impetus to our demands on organizations known as public schools. It has been my experience that, traditionally, organizations will only do for a group whatever is demanded, and if groups demand nothing, they will get nothing.

Perhaps as a final challenge, there are two quotations that I would like to share and leave with you. I think the first quotation, "So little done, yet so much to do" by Cecil Rhodes, really challenges all of us including schools of education. The second quotation by the late Robert F. Kennedy says "Some men see things as they are and say, why? I dream of things that never were and say, why not."

Ladies and gentlemen, can we find solutions to the problems and idendify strategies relating to employment and retention of Black teachers--including the indentification of special skills needed by Black teachers in order for them to work effectively as advocates for Black children? Why not?

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ED212568

THE SURVIVAL OF BLACK PUBLIC SCHOOL TEACHERS: A CHALLENGE FOR BLACK COLLEGES AND UNIVERSITIES*

BY

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Those who planned this conference deserve, I think, the highest commendation for seeking to address a very urgent problem - the survival of black public school teachers. This is an especially urgent problem for the predominantly black colleges and universities - training, as they do, nearly 50 percent of them. As I analyze the problem, the urgency is a product of three major developments, each of which is playing a significant role in reducing the number of blacks who become teachers in the public schools and taken together, they constitute a very serious threat to the survival of black public school teachers:

1. The desegregation of the public schools which has opened up teaching positions, at least theoretically, without regard to race. In the pre-desegregation days, the teaching positions in black schools were reserved for black teachers. This, obviously, is no longer the case. The competition of these positions has become tough.

2. The opening up of new job opportunities in many fields hither-to closed to blacks. This is the result of the desegregation in the larger society and the reduction in job discrimination. As all

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*Presented for consideration and dialogue of the National Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers at Norfolk State University, Norfolk, Virginia, June 26-27, 1980.

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of us know, teaching was once the "Rock of Ages," the "Shelter in a Time of Storm" for blacks. It was the refuge for the "Best and the Brighest" as well as for the worst and the dullest. Such a refuge is obviously no longer a necessity for the best and brightest. They can now aspire, realistically to hundreds of other careers.

3. The introduction of the National Teacher Examination as a screening instrument for admission to the profession - an instrument on which too many young men and women trained in black institutions have scored significantly lower than whites - disastrously lower on far too many instances.

In developing this presentation, I have made five important assumptions which I am presuaded are sound:

1. That the three developments which I have just described are not only here to stay but will continue as developments - indefinitely;

2. That the survival of black public school teachers is vitally important for the public schools in general and for black children and youth in particular;

3. That the survival of black public school teachers is contingent, to a substantial degree, upon significant improvement in the performance of blacks on the National Teacher Examination;

4. That the soundest approach to improve the performance of blacks on the National Teacher Examination is the serious upgrading of the educational program in the black colleges and universities, given the special mission of these institutions;

5. That blacks, like other people, can learn anything they are taught.

The fourth assumption, with clause "given the special mission of these institutions," requires further explanation, I suspect. The great majority of the black colleges and universities, for all practical purposes, are open admissions institutions and given the demographic prediction of fewer college age youth for the 1980's, they are likely to continue to be open admissions institutions. This means that we are not

likely to raise admissions standards. Nor do I think we should, but this means that the majority of the students admitted will, for a variety of reasons, bring serious academic deficiences to the colleges and universities, especially in reading, vocabulary and command of language. It is also unrealistic, I think, to believe that we will be able to set the grade point averages for those entering the professional phase of the training high enough to eliminate the performance problem on the National Teacher Examination. As open admissions institutions, our obligation is to remove the academic deficiencies by special developmental programs and superior teaching. Moreover, we then have the additional responsibility of being responsive to the educational implications of the performance of our students on the National Teacher Examination. And the burden of what I wish to say relates to this latter point.

The Nature of the National Teacher Examination

One of the reasons that the students in too many of our black colleges and universities continue to perform poorly on the National Teacher Examination is that the institutions have not been sufficiently aroused by the poor performance to diagnose the problem and to develop programs for its solution. Such an approach will, inevitably, involve the chief academic officer, the Educational Policy Committee of the institutions, the faculty and especially the departments and schools of education. Charging test bias will accomplish exactly nothing, for the courts have spoken decisively on this point. But a thorough examination of the content of the examination may suggest some fruitful approaches.

The National Teacher Examination consists of two major types:

1. The Common Examinations - three hours and 15 minutes in length

2. The area of major field examinations - some 26 in all - each two hours in length

Let us take a look at the Common Examination where the criteria problem lies. This section of the National Teacher Examination has six parts:

-Professional Education with	109 items
-Written English Expression with	45 items
-Social Studies with	30 items
-Literature and the Fine Arts with	35 items
-Science with	30 items
-Mathematics with	20 items

You can see immediately that 160 items, roughly 60 percent of the items on these common examinations are concerned with general education: English, Social Studies, Literature and the Fine Arts, Science and Mathematics. The remainder of the items, roughly 40 percent, are devoted to professional education.

Betty J. Humphry of the Educational Testing Services has done a very useful comparative analysis of black and national (mainly white) performance on these common examinations (Humphry). Let me summarize just enough of her findings to make four points:

1. Comparatively, the poorest performance of blacks was in the mathematics area and within this area, their poorest performance was on the items relating to geometry.

2. The second poorest performance by blacks was in the literature and fine arts and within this area, their poorest performance was on the items relating to music, dance and theatre and general knowledge of the field.

3. The third poorest performance was in the science area and within this area, their poorest performance was in the area of physics and general knowledge.

4. The poorest performance in the professional education area was in three areas:

   A. Pupil backgrounds, needs and characeristics - the items on which one would think they would score well.

   B. Evaluation, measurement and statistical concepts.

   C. Instructional theory and practice.

It should be emphasized, however, that Blacks did poorly, as a group, on all six parts of the Common Examinations.

Humphry makes three observations that I think warrant inclusion in this analysis:

1. Black students may need to develop their analytical and decision-making skills in arriving at answers to test items.

2. Black students need to attempt to answer more of the test questions, as indicated by the number of questions they omitted or failed to attempt. She goes on to say that "the failure to attempt some questions may have to do with reading skills, and the improvement of both reading rate and reading comprehension could be helpful!"

3. Black students may need to increase their test taking skills.

There is, of course, a great deal more to Humphry's comparative analysis than I have summarized here but what I have summarized has definite implications for improving the teacher education programs in the majority of the Black colleges and universities.

Educational Implications

The Humphry analysis, I believe, tells us some things that we need to do - things that can make the critical difference in the performance of our students on the National Teacher Examination. Let me summarize what I think this analysis tells us:

1. The analysis tells us that we need to take a hard look at the general education program we provide for students entering our teacher education program, for it is abundently clear that their performance indicates a need to strengthen their knowledge on what amounts to 60 percent of the test items. For some institutions this may mean fewer electives and more prescribed courses, for some it may mean simply a higher quality of teaching. In taking this hard look, we need to pay special attention to the mathematics, to the literature and the arts and to the amount and quality of science which the various programs in general education include.

2. This analysis tells us we need to take a hard look at the professional aspect of the teacher education program - at the courses required and the content of those courses, the supplementary reading that is required and the rigor with which the courses are taught. In taking this hard look, we need to pay special attention to such areas as measurement and evaluation, instructional theory and practice and pupil backgrounds, needs, and characteristics.

3. This analysis tells us that we need to take a hard look at the reading speed and comprehension of the students. For it either is substantially below standard, they simply cannot handle long sophisticatedly worded tests. John Monro at Tougaloo College holds that too many students enter college with a vocabulary that is much too limited to handle college work. In freshman English, first at Miles College and now at Tougaloo, he devotes a significant amount of time to vocabulary building, and it pays off. In any event, knowledge of the reading level of the students, with a program for removing deficiencies, may be imperative in some institutions.

4. This analysis tells us that our students need to bring more sophistication to the taking of standardized tests - to be taught to being more analytical reasoning to the task, to try more of the items and not get "hung up" on any one item, to read test items with far more suspicion that there is more than meets the eye at first glance. Dr. J. W. Carmichael at Xavier University, for example, conducts a program for high school graduates who are headed for Xavier called SOAR - an acronym for Stress on Analytical Reasoning. It is a five-week, pre-college program which is proving that scores on standardized tests can be raised and raised significantly. As an example of how successful it is, Xavier has 17 members of its class of 1980 who have been admitted to Medical School - Tulane, Harvard, Cornell, Howard, Meharry, the University of Wisconsin, Stanford, and Tufts. Show me another institution with a better record! The present record represents an 87 percent acceptance in medical schools. The "secret"? Some Piaget inspired laboratory exercises - emphasizing explanation, invention and application; critical reading analytical reasoning, and vocabulary building with some "quiz bowl" type sessions.

5. This analysis tells us, I think, that we need to involve the students in the effort to improve their performance on the National Teacher Examination and other standardized tests, for it is clear that these instruments - like it or not - will be with us for the foreseeable future. And our students need to become a part of the answer to our search for solutions to their present levels of performance - not merely a continuing part of the problem. As much as this analysis tells us, you can have a great deal more. You can have a custom-tailored analysis of the performance of your own students and an expert from Educational Testing Service to help interpret that performance for you and your colleagues. What is more, the most it can cost your institution, at the present time, is the actual expense involved. And if you really cannot afford this, you can get the service free. In fact, you may be able to get this service free without having to prove your poverty. At Educational Testing Service, the National Teacher Examination is managed by Dr. William U. Harris, who happens to be Black. He is a former principal in North Carolina and is knowledgeable about and highly sensitive to the special problems of black colleges and universities. In addition, he is an exceptionally able man.

In all that we do in training of public school teachers in open admission institutions, it is imperative that we make it our business to know our students for better than ever before - to know their strengths and especially their weaknesses and to devise hurdles, training and exercises addressed to those weaknesses. Moreover, we must emphasize competence almost as a creed. In the process, we must have the courage to eliminate those students who will not really try hard enough to overcome their serious deficiencies.

The survival of black public school teachers just has to be a part of the very reason for being of departments and schools of education in our black colleges and universities. And the National Teacher Examination, viewed in proper perspective, is a relatively minor challenge that can and must be overcome, even though it may take more than the usual, traditional four years. The far greater challenge it seems to me, is to prepare teachers who can lift the horizons of inner city black children, who can help to build their self-images, who can teach them to see the relationship between success in school and larger life opportunity, and who can motivate them to realize their potential and to take pride in achieving their potential.

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ED212569

ADMINISTRATION/FUNDING/FACULTY RECRUITMENT AND STAFF DEVELOPMENT IN TEACHER EDUCATION: PROBLEMS, ISSUES AND STRATEGIES RELATED TO THE PREPARATION AND SURVIVAL OF BLACK PUBLIC SCHOOL TEACHERS*

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Support of the Conference - A Rationale

Noble gestures often fall short of their goals. The late President Lyndon B. Johnson's Great Society program was to raise the disadvantaged youths from poverty by improving their employment opportunities. The unemployment rate for this target population, ages 16-19 years, was 23% in 1965. In 1979, the unemployment rate for the same age group was 42%. One journalist provided this information under the caption: Going Backwards. The Supreme Court Decision of May 12, 1954 was hailed as a landmark decision from which great expectations by minorities emanated. Somehow the daydreams of the future in education which were held a quarter of a century ago, have become nightmares of the past. Busing, violence in schools, declining academic standards, teacher/administrator incompetencies and parental disaffection are pointed up as evidences of the declining impact of education.

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*Prepared as a working document for the Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers. Norfolk State University, Norfolk, Virginia, June 26-27, 1980.

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It would be difficult to convince some in America that the myriad of circumstances in education has made it necessary for a group of educators to begin the eighties in dialogue relative to the survival of Black teachers in the public schools of this nation. Many in this country would contend that there is an oversupply of Black teachers and that those of us assembled here are victims of over-exaggeration and self induced ignorance. Those who have taken this conference theme seriously would be declared suffering from an "Educational fix" and are living with cliches which they are helping to make true.

It is true that the number of Black college students in the United States passed the one million mark in 1976, representing an increase of more than 100% since 1970. (Williams, 1980). A realistic analysis of this population reveals that 24.4% of those students who receive financial aid drop out of college according to 1974 statistics, and 46.2% of those who receive no aid drop out. In 1976, 2.1% of the Black students in college were enrolled in agriculture and natural resources; 4.5% were in architecture and environmental design, 5% in engineering, 2% in veterinary medicine; and 4.3% in physical sciences, 4% in dentistry, 5.9% in medicine and 4.5% in law. One-third of all Black males who enter college now choose the field of business. This leaves approximately 40% of the Black college population to be distributed among the fields of allied health professions, communication, the creative and performing arts, industrial technology, religion, education and numerous others. In the midst of such increased options, less than 15% of the Black college population is likely to choose education as a

major and teaching as a vocation. As many of 20% as those who choose teaching as a vocation will never teach.

The teaching profession is competing with other professions for the same students. These are the students who are qualified academically, motivationally and through personal qualities. The cry of the Black minority today is not "with all deliberate speed" but with "majestic instancy". The most promising teacher candidates are needed if the individual and societal changes desired are to be effected.

The make-up of the teaching profession has not diversified substantially during the seventies. In 1977, 89% of the teachers in the United States were white. (The State of Teacher Education, 1977). Seventeen percent of the student population was minority. Thus, based upon available information, students currently enrolled in teacher education programs do not reflect the diversified sexual, racial, social, language, demographic, or physical characteristics necessary for educational equity and the diversity does not appear to be increasing. (Baptiste, H., Baptiste, M. and Gollnick, 1980).

It is hoped that the foregoing information contributes greatly to one's receptivity of a conference aimed toward the preparation for, entry into, and retention or persistency in the teaching profession by Blacks. Bubois contended that America yielded Black people no true self consciousness. It kept them constantly looking at themselves through the eyes of others and measuring one's soul by the tape of a world that looked on in amused contempt or self pity. The conference is an attempt

to have a group of the affected people look upon crucial issues in teacher education.

Focus and Organization of the Presentation

This presentation deals with four specific topics in teacher education: The Administration of Teacher Education, Funding, Faculty Recruitment for Teacher Education and Staff Development. An attempt will be made to note significant issues, problems, and strategies in each of the respective assigned areas and to relate these to the theme of the conference. Attention will be directed toward minimizing the potential for misuse of some established practices and the misuse of some practices which are emerging such as the teacher-testing movement. (Foote, 1980). The potential for misuse in each of the foregoing is subtle and can be devastating. There has been an abiding faith in the power of education to improve the plight of minorities. Education has been referred to by some Blacks as their fairy Godmother and they have been saints in the educational sect. The treatment of the assigned topics is intended to prevent saintliness and faith in education from turning into insanity and mass hysteria.

For you have got to keep running. You can't stand still, for if the mosquitoes don't get you the alligators will. You have got to keep moving... are the words from a simple verse created by the residents of the Florida marshlands and set to music by their counterparts in Louisiana. It clearly reflects the plight of Black teacher-educators as they enter the eighties. It will be significant if we can drain the

educational swamps and exterminate dangerous mosquitoes and return the preceived alligators to their rightful habitat.

I. Administration of Teacher Eduation

Where does the control of teacher education rest? Who directs or manages teacher education across the nation? There are approximately 2.2 million teachers in the profession. Approximately 300,000 are credentialed each year. Less than 50% of these enter the teaching profession. One hundred forty-six thousand teachers attempted to enter the profession in 1978-79. The demand was for 118,650, which left an excess of 28,000. If finances had been available all of these could have been used. The emphasis of this topic however is teacher education.

Charters (1976) and colleagues challenged in 1953 the prevailing views regarding the control of education and predicted increased professionalization and bureaucratization of education. It is true that professional educators have gained an upper hand in policy making and governance of education while enjoying substantial insulation from public opinion and accountability. Professional educators must spend much of their time struggling with interest groups and forces which threaten to neutralize their would-be effective leadership. Administration of teacher education takes place in environments engulfed in pressure-packed sets of constraints. Those who are in the position of administrator of teacher education constantly face conflictual situations and are forced to seek support and build coalitions in order to obtain the

acceptance of even a part of their preferred educational program. (Boyd, 1976). Administration of teacher education is influenced by the Department of Education of the United States Government (formerly the United States Office of Education), the American Association of Colleges for Teacher Education, the National Council for the Accreditation of Teacher Education, regional accredi- of Teachers, the National Education Association, regional accrediting bodies, state legislatures and their authorized counterparts, state boards of education, Boards of Regents/Directors, state coordinating boards of higher education, teacher centers, state and local professional groups which are affiliated with national groups such as local NEA chapters and schools, and by colleges and/or departments of education in colleges and universities. Lesley H. Browder, Jr. (1978) appropriately refers to this conglomerate as the larger environment of which higher education is a part. He feels that higher education is more likely to be the tail that is wagged than the other way around.

Watson (1977) described what was happening a few years past by stating that American "education" has had to adjust to a new context of policy making and governance, balancing all of the new participants and priorities while it tried to create effective responses to major societal problems whose roots lay within and outside the immediate sphere of education. A similar condition prevails in teacher education.

The power of both state and local entities to control

education has been ultimately challenged. It appears that a teacher education consortium or similar arrangements as exists in the state of New York warrants consideration and study. The Teacher Education Conference Board of New York is made up of representatives from the American Association of Colleges for Teacher Education of New York State, New York State Association of Teacher Educators, Council of University Deans, New York State of United Teachers, New York State Council of American Federation of School Administrators local (T. E. Newsletter, 1980).

The new commission on Teacher Standards in the State of Texas, which reports to the State Board of Education, that derives its power from the State Legislature, mirrors what has happened in the states of Pennsylvania, California and Oregon. This represents a bowing to the influence of professional organizations in the field. Increasingly state legislatures are responding to the pressure for accountability in education which results in enacting measures that specify criteria for the awarding to teacher certificates in far more specific terms than has heretofore been characteristic.

Issues, problems and strategies in the administration of teacher education are set forth below:

A. Issues

1. Providing for the preparation and licensing of teachers who can produce educational effectiveness consistently with the passing years and to produce such persons in

sufficient numbers and with such academic diversity so as to adequately staff the schools of the nation.

2. Examining the emerging administrative practices of responding to the demands of professional accountability in education and to determining their impact upon the future of Black teachers in public school education.

3. Answering the question of whether or not Schools/Departments of Education have sufficient autonomy in the administration of teacher education programs.

B. Problems

1. Sacrificing the unmeasurable for the measurable traits of quality in the establishment of entry criteria.

2. Utilizing selective criteria for teachers in the absence of research data which relate criteria to teacher performance.

3. Responding to the charge that educational institutions which host teacher education have historically made changes to substantially improve the preparation of teachers only when there has been intervention/pressure from the outside. (Howsam, 1976).

4. Improving the representation of minority groups at the policy making levels in education so as to insure proper input for decision making.

5. Utilizing admission and retention standards and

professional discipline so as to command respect of an acceptance by other profesisonal groups of the nation.

6. Removing as much subjectivity as possible from the administrative processes of teacher education so as not to exclude therefrom individuals who are victims of biases and prejudice of individuals or groups.
7. Constructing an administrative model which addresses itself to the myriad of real problems which beset education.
8. Formulating administrative means of coping with the myths, anxiety and frustration of present and future teachers incidental to proposed teacher standards for the nation.

C. Strategies

1. Engage in professional activities at the local, state and national levels so as to be visible and available for appointments to committees, boards, and commissions which must engage in formation of policies pertaining to the administration of teacher education.
2. Endorse objective standards for teacher education and capitalize upon the Black intelligence in preparing to master these emerging standards but attack with persistency those standards which reek with subjectivity and bear no identifiable relationship to performance.

3. Establish the professional teacher education Black network to make visible, practices which promote survival of Black teachers.

4. Encourage research activities partially supported by the National Urban League, the National Association for the Advancement of Colored People and the United Negro College Fund and public colleges to identify practices and policies which mitigate against the survival of Black teachers.

II. Funding

A. Private philanthropy and public revenues are needed if equality programs are to be available in teacher education for low income students who cannot meet the high tuition cost of private colleges. Issues, problems and strategies are:

1. To share equitably in the resources made available to higher education such that dynamic programs of teacher education can be evident in the nation.

2. To be actively involved in local, state and national affairs such that the support for higher education is adequate and the budgets in which teacher education must share are adequate.

3. To give budgetary attention to the financial support to those institutions which historically have prepared Black teachers for urban schools and that cost factors

be appropriately assessed.

4. To sensitize foundations, businesses, industries and philanthropists to the commitment of the predominantly Black colleges to teacher education and to note that financial contributions to same are to be regarded as deserving and lauditory.

B. Problems

1. Deficit financing through the years of those colleges with which conferees are particularly concerned have brought about cumulative deficits which mitigate against their appeal to funding sources.

2. The political leverage for obtaining the resources needed by Black colleges and universities are limited to nil, even though dealing with their special problems cost more. Problems such as trying to combine equal access with high quality scholarship, providing the full spectrum of service from remedial work on learning skills to distinguish research for the doctoral degree, providing enrichment to the lives and uplift to their employment prospects and assisting in achieving positive results in the quality of life although not the ultimate solution.

3. The siphoning off of various funds which become available by those who claim to have commitment to and solutions for the problems to be dealth with.

4. A lack of recognition that each institution is unique in character and role. This has sometimes led to the unfortunate conclusion that cheaper is better, a misconception that constitutes a serious threat to diversity in higher education. In spite of the desirability, all experiences to date indicate that a one-to-one cost comparison between institutions, even if they have similar missions, is very difficult if not meaningless. One state supported institution received 21.5 million federal dollars in one year.
5. The soaring cost of education and the shrinking dollar value. Field based mandated programs of teacher education are added cost factors as are off campus based programs and declining teacher::student ratios.
6. Alternative roots to recertification may reduce the number of graduate students in education creating a loss of revenue based upon the appropriation formulas operative in the various states.
7. The Rand Review of Education concludes that there is really no knowledge of what changes in school resources, processes, structure and funding affect education.

C. Strategies for the promotion of funding which are suggested by issues and problems above:

1. Engage in budgetary forecasting to go along with program and personnel planning. Such a forecast will take into account assumptions regarding sources of income, changes in tuition, faculty salaries, cost of services and related matters (Knowles, 1970).
2. Encourage graduates of our institutions who are employed in the businesses and industries of the nation to remain therein and strive for mobility such that they may, in the future, be a part of the policy making of their respective entities and permit an equitable sharing in corporate support of higher education.
3. Develop collaborative strategies for securing political support in quest for state and federal funding. Engage the diverse personalities who can assist in reflecting the true worth of educational programs which serve in the preparation of Black urban teachers.
4. Design and implement programs of self help which include sponsorship of scholars by churches, clubs, businesses and personalities, endowed chairs, fund raising events by celebrated personalities, wills and bequeaths, alumni pledges, faculty contributions and friends of various university areas - libraries, learning resource centers, athletics, etc.
5. Make contractual arrangements with school districts, governmental agencies and private industries to

provide sources of income in exchange for professional services.

6. Seek assistance through professional organizations as is now being provided by the National Alliance of Black School Educators under a grant from the Bureau of the Handicapped.

7. Develop a cadre of proposal writers who can address themselves to the priorities in education as identified by the federal government and other funding sources.

8. Press for evidence of commitment to the goals program as a part of criteria for making the award. (It is interesting to note that the Danforth Foundation has awarded $150,000 to each of ten major universities to provide fellowships for minority graduate students who want to become college teachers. The grants were awarded to Brown University, University of Chicago, Columbia University, Howard University, Stanford University, University of Texas at Austin, University of California at Los Angeles, Vanderbilt University, University of Washington, and Yale University. The Foundation said the grants will be renewable subject to successful recruitment of minority students.)

9. Relate schools, colleges and departments of education

to the total development of the nation. Depict graphically the value of teacher training as it relates to businesses, industries and other professions.

10. Produce educational literature and training materials which have marketable value.

III. Recruitment for Teacher Education

Beset by inflation, school bureaucracy, and loss of community support - and simply lacking a feeling of quality experience for all the hard effort expended - teachers are turning to other things to save their dignity and family security (Winn, 1980). With this dim view which is echoed many times in professional literature how can we effectively recruit teacher trainers?

A. Issues in the Recruitment of Teacher/Trainers

1. What background of training and experiences is desired of teacher trainees and what personal qualities are deemed essential?
2. When would persons be chosen as teacher trainers? In the pre-service programs, during in-service programs, or as all other university faculty members are recruited and selected?
3. Professional teacher trainers must continue their development over a lifetime career.
4. Teacher trainers cannot be mass produced. The principle of individual differences applies and each must be custom developed.

5. Trainers of teachers for urban minority settings must be fully knowledgeable of the dynamics of inner city life, including school-community collaboration, well conceived competency standards and of excellent theoretical pinning.

6. Those who are excellent teachers of particular disciplines do not necessarily make good teacher trainers.

B. Problems

1. Obtaining the funds for effective programs of teacher/training and recruitment.

2. The prevalence of "the burn-out syndrome" and what to do with teacher trainers once this phenomena occurs.

3. The huge shift of students away from the liberal arts and humanities to the areas of business and vocationally oriented subjects open doors of the teaching profession to the economically deprived who increasingly do not measure up to the traditionally oriented admission standards. These will represent faculty talents from which teacher trainers must eventually be drawn.

4. The multitude of forces which threaten the very existance of the stalwart production plant of Black intelligentia - the historically Black college. Anglo scholars appear to attribute the problem of historically Black colleges to an inherent ipso fact inferiority.

Black scholars tend to focus on problems confronting these institutions as being external. There is a high probability that the two positions are not isolated and non-related . . . There are certainly variables on the Black campuses which when compared to white campuses, strongly suggest that Black schools are inferior to white schools. An irrefutable example is the issue of endowments. It is also possible that most Black schools do not have physical plants or the backing of white legislators to support them to the same degree and extent as their white counterparts. Thus, viewed from this vantage point, it becomes clear that Black schools are therefore inferior in this regard. However, this indeed must not detract from the ability of these schools to produce par excellence with these negative documented realities not withstanding. (Johnson, 1980).

Johnson identifies five variables/barriers which are operating against the growth and development of the historical Black college. They are: (1) Legislation (2) Public/National policy (3) Lack of adequate finances from government (4) Lack of adequate financial and psychological support from the alumni; and (5) Lack of conviction by the population on which these schools depend.

5. Fierce competition from prestigious colleges and universities for qualified minority educators at salary levels which do not exist in the historical Black college.

6. Most of the students in the public colleges are not of the frame of mind of serious learners. The learning activities appear to be secondary to the designers' fashioned clothes, the bid whist games, and the cheating which abounds. There is not respect for the professor who attempt to work them hard, but fair. This professor is frequently confronted with barriers posed by his lethargic colleagues or the students who want to "get by". . . . Therefore, the lack of support is further complexed by three sub-populations waging a tireless battle among themselves at the expense of the demise of the shcools and the mi-education of the students. (Johnson, 1980)

7. Teachers attempting to train teachers though they have never faced the challenge of promoting learning by students at levels for which they would prepare others.

C. Strategies for Recruitment of Facilities to Promote the Survival of Black Teachers.

1. Raise the issue of faculty recruitment to the national conscience level through such efforts as we are currently engaged in buttressed by public service

announcements and other appeals using the media.

2. Form ad hoc committees in institutions and professional education organizations to confront recruitment problems identified herein and elsewhere.
3. Adopt the model of recruitment which was employed by the Trainers of Teacher Training Projects during the early seventies. Colleges identified promising teacher trainers who were employed in local public elementary and secondary schools and sought training opportunities for them in terminal degree granting institutions. Once training was completed employment opportunities were offered by the sponsoring institutions.
4. Monitor the Teacher Corps Model of combining pre-service and in-service education so that students in pre-service training, beginning teachers, experienced school teachers, college teachers, parents and community personalities, researchers and developers collaborate in the making of a better learning environment. (Bush, 1977) From this team should emerge some skilled and dedicated persons who will aspire to the level of trainers of teachers.
5. Identify the career ladders that should rightfully lead to Trainer of Teachers (TT) and Trainer of Teacher Trainers (TTT) and the competencies which should

be developed at each rung.

6. Identify the special competencies which are required of teachers in urban Black schools and provide for the demonstrated acquisition of these (Suggested Competencies: assessment of potentialities through non-traditional means, positive regard, adeptness in the use of peer teaching, skill in motivation of the apathetic learner, high tolerance level for frustration - the quality of absorbing hostility, skill in the art of inclusion, persistency in demanding reasonable levels of performance, conflict resolution and means of self renewal.

7. Found a National Center for the Teaching of Urban Black Students manned by competent teams of classroom teachers, researchers, material specialists, disseminators, advocates and administrators who will grapple with problems with which many are hacking at the branches but few are digging at the roots.

IV. Staff Development

In order to respond to the many critics of education, alternatives must be found. As new ideas emerge they must be made known to faculties and administrators who are charged with making major alterations in the educational experiences offered in higher education.

A. Issues

1. Is staff development a fact which will not move beyond its initial momentum?
2. Will staff development keep faculty vitality alive through opportunities to contribute significantly to program development in the institution?
3. Can Schools of Education take the lead in these institutional activities in view of their daily concerns for personal growth or will their lack of credibility mitigate against them?
4. Can staff development programs in the historically Black colleges keep sufficiently abreast and active to arrest the many charges levied against them?

B. Problems related to staff development

1. Staff development activities must be funded from the already over burdened budgets.
2. Programs must serve institutional and personal needs
3. Scheduling of activities must be done for a group of professionals who declare that they are already over programmed.
4. Continous evaluation is necessary for the success of the program.
5. The creation of a staff development unit can be an end in itself.
6. There must be incentives for faculty development.
7. Staff development activities usually leave students

out and they could grow as well as serve as a catalyst for faculty members.

C. Strategies for Successful Staff Development

Eleven procedures/strategies were used between 1927-1948 (Newman, 1980). They were:

1. Supervise teaching
2. Provide time for research
3. Use outside consultants, lecturers, experts
4. Use student evaluation of instruction
5. Sponsor cooperative faculty groups interested in instruction
6. Schedule faculty meetings to clarify purposes and heighten morale
7. Plan intervisitation of classes
8. Encourage further study
9. Have departmental meetings to define course purposes and presentations
10. Facilitate participation in learned societies
11. Reward good teaching through promotional and salary policy

Twenty-five years later the most frequently used pratices fell in five categories.

1. Institution-wide policies and practices. Used by well over half the institutions were:
   a. travel funds for conferences

b. periodic review of faculty

c. unpaid leaves for development

d. circulation of material related to teaching improvement

e. sabbatical leaves

f. temporary load reductions for further work

g. campus committee on faculty development

2. Analysis of Assessment Practices. Student ratings were in wide use. In use to some extent on many campuses were analysis of in-class videotapes, and growth contracts (individual development plans).

3. Workshops, Seminars and Similar Presentations. Most used were topics of specific instructional techniques and new knowledge in a field.

4. Media, Technology, and Course-Development Practices. Audio-visual specialists were in frequent use.

5. Miscellaneous Practices. Widely used were grants to develop different approaches to teaching. Taking courses offered by colleagues was also a wide-spread practice.

A similar categorization of faculty development has been elaborated by Berquist (1978) and Phillips (1972).

1. Instructional Development. The authors suggest that faculty development begin with this primary function. This approach may proceed through evaluation (student;

self; peer; portfolio), instructional diagnosis, training in instructional methods, and course and curricular design.

2. Organizational Development, which proceeds through training in decision-making and conflict-management, team building, and management training.
3. Personal Development, in which faculty members re-examine their goals and improve interpersonal skills, creativity, and risk-taking. In this domain activities include discussions about teaching, life planning, professional growth contracts, interpersonal skills training, personal growth workshops, and counseling.

Other ideas include:

1. Monographs
2. Occasional papers dealing with critical issues
3. Mini courses compacted into weekends taught by local education agency personnel and schools, department, college of education personnel who have developed through their work experience knowledge and skills valuable enough to be shared with others.
4. Colleges and universities serve as contractors for local education agencies' staff development

activities by providing over all direction, management coordiantion and fiscal management; a collaborative model involving college and university faculties, administrators, teachers, administrators, teachers, administrators and professional organizations.

A time of crisis is also a time of opportunity. Perhaps this paper will generate some ideas to keep us from going backward in the education of urban Blacks through the survival of Black teachers who have made us regard education as our fairy godmother.

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ED212570

RESEARCH AGENDA FOR TEACHER EDUCATION-BLACK PERSPECTIVE

BY

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It is rather appropriate for Norfolk State University to sponsor a conference that focuses on Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers. Although a relatively young university, Norfolk State has been in the vanguard of education as a profession. Its leadership is dramatized by the impact it has on the local, state and national scene.

Sponsorship of the conference is also the manifestation of the administration's interest in problems and issues of local, state, regional and national interest. Such interest is also personified by the support given the conference. It is through the Eminent Scholars Program of the University that we have been able to attract the notables that will be featured on the conference.

For those persons who would think that the conference is an anachronism in the present era of school-desegregation and school integration, we must hasten to remind you that the journey of educational progress, featured by the 1954 Brown I and Brown II decisions, is as long now as it has ever been. We have not reached the millennium in education. Equal educational opportunity has been limited by unequal access to institutions and unequal attainment of benefits derived from equal educational opportunity.

To give you some indication of how the concept of equal educational opportunity is being inhibited, I shall cite one case study. The study

SP 019 485

(Griggs, 1980) focused upon the two-tier Florida Higher Education System and the findings were:

1. In 1970, 54.2 percent of all Blacks enrolled in post-secondary education were in the community colleges and by 1978, the percentage had increased to 65.

2. In 1977, 78.2 percent of all Black high school graduates entered the community colleges and in 1978, the percentage increased to 79.4.

3. Parity analysis indicated a deficit of Blacks for both 1977-78 and 1978-79, for both the community college system and the State University System. At this point, the absolute loss in Black students to the system was 1,712 for 1977-1978 and 2,915 for 1978-1979.

4. While a significant number of Blacks enroll in the community college system, they do not progress through the two-tier system in proportion to their representation as high school graduates nor as community college enrollees.

5. While predominantly Black Florida A & M University enrolled 37 percent of all Blacks in public higher education in Florida in 1970, by 1978, it enrolled only 15.4 percent.

To single out one state as a portent of things to come, may not be accurate. However, it does provide a dramatic example of what can actually take place if the appropriate leadership is not exhibited by such institutions as Norfolk State University. Without a critical mass of students to train for the teaching profession, the survival of Black teachers becomes no more than an academic debate.

According to a national study (Sherwin, 1974), minority representation in the teaching profession has not changed significantly. It was reported that minorities in the United States comprise more than 20 percent of the population. However, no more than 10 percent of the undergraduates who were teacher education majors at the time of the study were minority.

According to another study (Study Commission on Undergraduate Education and the Education of Teachers, 1976):

> This maintenance of static structures and relationships and certainly the decline in percentage of minority teacher candidates - in the midst of an unprecedented civil and cultural rights ferment manifests that the present machinery for governing higher education does not ask people in it to make an analysis of their unique environment or of the requirements of the mixed cultures and economies in the area where a particular college places its teachers.

Such a provocative statement by the Study Commission further authenticates the need for institutions such as Norfolk State University to address the theme of the conference: "Problems, Issues, Plans and Strategies Related to the Survival of Black Public School Teachers." However, one must approach the issues, problems and plans with a perspective that will add relevance to the solutions of the problems confronting us.

The matter of a proper perspective will be addressed later. However, I would like to acknowledge that the so-called mainstream organizations and professional organizations, do not seem to perceive our theme as a critical issue. There is also some question as to the viability of teacher education programs in Black colleges and universities.

A special study (Mohr, 1974) was done for the Southern Regional Education Board regarding teacher education programs in Black colleges and universities. Using data provided him by Educational Testing Service, in conjunction with The American Association of Colleges for Teacher Education, Mohr states:

> Teacher education programs in Black colleges are well within the mainstream of all teacher education programs. One may reason that this is the result of historical fiate because these institutions have had as a major thrust, teacher education. Others may contend that faculty status and professional affiliations can account for this. Another reason may be the productivity factor in which thousands of graduates have distinguished themselves not only in a dual school system but also in a so-called unitary system.

In regard to Materials/Techniques, the Black institutions appear to be doing a commendable job individualizing instruction. This seems most appropriate in light of the clientel that they had traditionally served and also because of an increasing enrollment of non-minorities. Thus, the teacher education programs appear to lend themselves to a modicum of flexibility that includes an acceleration mechanism for those students who enter and progress through the programs with sufficient skills. The reader should note that individualized instruction is a strategy contained more so in the professional education component than in general education. The former is normally structured by the education faculty; the latter is controlled on a college or university-wide basis. Even with rigid general education requirements, one would assume that the College Level Entrance Examinations (CLEP) provide an acceleration mechanism that should be utilized.

Another distinguishing feature about the black institutions is their reliance upon performance of students on pre-determined behavioral objectives as a means of evaluating students in professional education courses. Ninety-four percent of these institutions considered such an evaluation criterion as either very important or moderately important with 55% considering the criterion very important. As Susan Sherwin observed in her report, such a response indicates ". . . an awareness and acceptance of relatively new ways to formulate the components of a teacher education program." Such a criterion also adds to the reality base of teacher education in that the emphasis is on practice rather than theory. This criterion is also indicative of consistency and continuity with major trends in teacher education, one of which is competency-based teacher education.

Another criterion that black college teacher education programs respond to rather admirably is that of participation in class. Eight-six percent view this as either very important or as moderately important while less than 50% of their counterparts attached similar significance to such a criterion. With the teaching profession being an active, participatory kind of profession, such a criterion gains added significance.

With reference to field experiences, the survey results indicate that black colleges offer more opportunities for community experiences. An analysis of the data reveals that this is true for each of the four years that a student is in a teacher education program. Black colleges have always had a strong linkage with their communities and recent societal demands have forced these institutions to be responsive to community needs than Harvard. With respect to the former, the community embraces the common man, while the latter embraces the community of scholars.

There is another dimension to the discussion of Problems, Issues, Plans and Strategies Related to the Preparation and survival of Black Public School Teachers. This dimension provides the Black perspective for teacher education's research agenda. For purposes of this discussion, I shall share with you the results of a study (Scruggs, 1976) that reflect the experiences of Blacks in administration and their perspectives and perceptions of the educational experiences of Black children.

Method

Completed questionnaires were obtained from 102 Black administrators functioning in three levels of education, college presidents (N=41), state administrators (N=32) and local administrators (N=29). These administrators were working in the states of Florida, New Jersey, Washington, D.C., Mississippi, North Carolina, South Carolina, Virginia, Connecticut, Delaware, Ohio, New York and Massachusetts. The names were picked randomly from educational directories, and for each respondent information was obtained regarding level of administration, number of years in administration, and the state in which degrees were received.

Results

Demographic Characteristics of Administrators

The average years of experiences for the responding Black administrators was 7.7 years. The range was from a minimum of two to a maximum of 30. Thirty-two percent were at the state level, twenty-eight percent were in the local school administration, and forty percent were Federal and college administrators. Eighty-three percent indicated education in Southern schools, eight percent were educated in the mid-west, and eight percent attended schools

in the Northeast.

The Black administrators perception of their job is given according to their particular agency of employment; federal, state, or local. All Black administrators agreed that there are areas of concern in administration unique to Black administrators. However, the areas of concern differed among the three groups. For example, forty percent of all Black administrators were emphatic in stating that the quota system was not related to their employment. Nineteen percent thought it was only somewhat the case. On closer inspection one finds that administrators at the federal and state level were the ones who most often made this response. Local administrators perceived their employment as directly related to the establishment of a quota system.

There were questions relative to Black and White interactions at the administrative level as well as to the importance of these actions. All Black administrators believed that white colleagues included them equally in decision-making situations only about fifty percent of the time. The rest of the time white administrators are perceived to independently make decisions. Black administrators from the local level believed they have more input into decisions than those at the state or federal level.

Seventy percent of Black administrators felt they had the authority either completely or moderately to fulfill their responsibilities. Moreover sixty percent perceive their particular educational institutions had accepted them as equals. Local school administrators again differed from the total group on having the authority for their job. Forty-three percent of the local group felt they only "somewhat had that authority." Also none of the local administrators described themselves as being completely accepted by their colleagues while thirty-eight percent of federal administrators and twenty-two percent of state administrators did feel they are being accepted

on an equal bases.

Sixty-eight percent of Black administrators believed that white administrators positively supported minority-oriented services. Within the groups, state, federal and local white attitudes were perceived fifferently. On this question the state agency held the most pessimestic view towards white attitudes. Fifty-six percent of state administrators believed whites have negative attitudes toward minority services; thirty-three percent suggested the white attitude was slightly negative. Although local administrators perceived their power position as being less than whites, eighty-six percent of them thought whites had moderately positive attitudes toward minority services.

Fifty-six percent of local Black administrators thought the desegregation process had not helped them and had in fact had a negative effect on their job. State and federal Black administrators also believed integration has had only a minimum positive effect on Black administrators role. Approximately one-third of each group perceived integration as positively helping the Black administrator.

Administrators Answers on Education of Children

Questions were asked in attempt to examine Black administrators' perceptions about the learning environment for Black students in the integrated classroom. The questions were designed to determine how integration could have affected both the cognitive and affective learning experiences of these children.

Forty-five percent of all Black administrators felt integration had a positive effect on the self-concept while seventy percent felt Black students had a better self-concept in segregated Black schools with Black teachers. Fifty-seven percent of local administrators did feel that integration had helped the Black childs self-concept.

No Black administrators believed that white teachers had an extremely positive effect on Black students, moreover seventy-two percent described the white teachers as having a negative effect on Black students.

Learning situations for Black students changed with integration. Forty-five percent of Black administrators felt this change had a positive effect. The federal level administrators were the most positive, sixty-eight percent supported this positive change, while the local administrators were the most negative, only fourteen percent supported a positive change. Eighty-five percent of these local administrators thought the changes brought more negative learning experiences than positive.

Only eight percent of all administrators perceived Black students as getting equal exposure to classroom subjects. Further examination of this question again showed a difference in opinion between Federal College Administrators and local school administrators. At the federal level forty-four percent felt that Black students received less exposure than white students. Only thirty-three percent of the state administrators and twenty-nine percent of local school agencies members felt this way. Overall all three groups felt Black students got moderate exposure to the classroom subjects. No person at either the state or local level felt Blacks were getting equal exposure, but eighteen percent of the federal group did.

The next question dealt with the quality of education Black students are receiving in integrated schools as opposed to the education they received in segregated schools. In spite of the administrators negative opinions towards the quality of white teachers and exposure to classroom subjects, most Black administrators felt that Black students were better educated in integrated education completely or moderately better educated Blacks. Sixty-seven percent of state administrators and forty-three percent of local

administrators answered that integrated school only somewhat better educated Black students. Twenty-nine percent of local administrators and twenty-two percent of state administrators thought that integration had a negative affect on Black students.

CONCLUSION

The research reported herein seems to point up the need for a Black perspective in research. The National Advisory Committee on Black Higher Education and Black Colleges and Universities (1979) see the Black educational policy researcher as playing a critical role in effecting improvements in educational practice in America. The committee, in one of its publications, states:

> The problem has been that the findings, conclusions and recommendations of the studies done by whites have tended to be taken as pure, objective truth when the fact of the matter is that there is no such thing as pure objectivity in the social science-education research area. Indeed, some of the most critical elements in such research are influenced, if not determined by the researcher's concerns, prejudices, biases and beliefs. These elements include the following:
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> - The choice of the problems to be investigated
> - The way the problems are formulated
> - The hypotheses selected to be tested
> - The basic assumptions made
> - The choice of and weights given to the evidence collected and analyzed
> - The way the facts are interpreted
> - The inferences that may be drawn
> - The recommendations that may be made

Black social scientists and educators, too, undoubtedly bring their concerns, preconceptions, biases and beliefs to research on questions of public policy relating to the educational needs of Blacks, but the high probability is that they would also bring very different preconceptions, perspectives and more sensitive backgrounds to the total research effort, as well as different insights and perhaps different interpretations of the data and therefore, quite possibly different recommendations for dealing with the stubborn educational problems that confront Blacks.

Of equal importance is the imperative need for Blacks to participate in the solution of educational problems that deeply affect them. One of the most important ways to do so is in the policy research which so frequently provides the information that is the foundation of the educational policy designed to deal with those problems. Beyond the special insights and perspectives that Blacks will bring to policy research affecting their education, there is an urgent need for many more concerned researchers to investigate the plethora of factors that impede the progress of Blacks toward real equality of opportunity in all phases of higher education, but especially graduate and professional education. Moreover, the chances are that such researchers would come from the Black community, if adequate stimulation and encouragement, along with conducive conditions were provided.

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Report

of

Strategy Sessions

GROUP I

SPECIALIZING THE CURRICULUM: GENERAL STUDIES AND BASIC SKILLS FOR BLACK PROSPECTIVE TEACHERS

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Discussions in Group I centered around key questions relating to the topic. Questions and highlights of the discussion are presented here.

1. What is the appropriate balance of general studies (liberal arts) and career orientation experiences in the college curriculum?

   General education serves a foundation for the professional studies component and subject matter specialty as well as the development of an effective citizen and educated person. Students should be guided into electing additional courses in general education based upon their needs and interests.

2. Outline significant topics for content of the general studies sequence.

   In addition to the traditional areas of the general studies--communication, including English composition; speech; quantitative skills including mathematics and logic; social science; behavioral science, natural science and humanities--emphasis needs to be given to the development of: (a) positive self concepts, (b) interpersonal relationship skills, (c) positive attitudes toward education, (d) basic reading skills, (e) test-taking skills, (f) problem solving abilities including analysis, and reasoning.

3. Acquisition of basic skills is critical to the preparation of black prospective teachers. Describe some models for development and remedial basic skills programs.

The following observations are offered for the general development of models for remedial basic skills programs.

An effective basic remedial skills program should:

a. Have institutional wide commitment.
b. Provide for individualization and personalization approaches.
c. Provide an effective counseling component.
d. Utilize assessment measures including standardized test results and teacher evaluation of students.
e. Use technological resources for reinforcement and mastery.
f. Employ teachers with successful teaching experience.

An effective model includes the following steps:

a. Test students for placement.
b. Place students in regular college or remedial courses.
c. Provide for the student to proceed to his/her own pace with a structural program.
d. Provide assessment for students to be placed in regular college courses after meeting established criteria.

4. The general studies component is generally taken during the first year of the teacher education program. During this time, provisions should be made for formative evaluation, and for progress in meeting criteria from time to time for guidance purposes.

Teacher education institutions should consider the administration of instruments which measure achievement in general studies as (a) means of curriculum evaluation, (b) student evaluation, (c) test-taking experiences.

5. Topics and objectives of the general studies component should be infused throughout the entire curriculum. For example, speech activities may be incorporated into each course in the student's program. That is, a biology class would require a student to make brief oral presentations.

6. Early internship or field experience which reinforces the use of general studies content, that is, tutoring elementary school students in arithmetic, history, or reading is strongly recommended.

7. Schools and departments of education should establish basic skills centers for teacher education majors. Such centers also would provide field experiences for advanced students in education and for research and development.

Teacher education must have the support, respect, and teamwork of the entire institution.

8. Teacher educators can gain acceptance and cooperation through joint research and program development efforts.

The second part of the work for Group I addressed action steps.

Formalizing Mechanisms for Dialogue, Dissemination and Action

1. Teacher preparation institutions should articulate their general studies programs with the curriculum of the schools. This continuous review would modify content and strategies at both levels. General education begins in kindergarten. Networks should be established for the improvement of general studies on campus and in local education agencies.

2. Alumni associations may be utilized for support of proper development in general studies. They may provide financial support, tutorial services, programs, and learning resources.

3. Evaluation of teacher education programs should be improved to assure and monitor progress in the achievement of general studies objectives.

4. Historically Black colleges should be organized into a consortium to improve teacher education. A Task Force could be organized to consider general studies and to encourage the sharing of resources at member campus, i.e., Norfolk State's expertise in reading.

GROUP II

RECRUITING AND SELECTING STUDENTS: ENROLLMENT, ADMISSION AND RETENTION IN TEACHER EDUCATION

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I. Factors That Affect Recruitment, Admission, Enrollment, and Retention of Students.

The factors outlined below were identified as influences on the ability of Black institutions and teacher education programs to enroll and retain students:

1. New state mandate for admission to teacher education programs (i.e., the requirement of a score of 16 on ACT).

2. Doctoral-degree granting institutions tend to attract the majority of blue chip students.

3. The notion that there is a surplus of teachers.

4. The practice by local education agencies of failing to hire Black teacher education graduates on a par with their white counterparts (i.e., Blacks apparently are hired last and late).

5. Negative image of teachers and the teaching profession (as well as the value of education), as projected by the public media.

6. Use of invalid and restricted data (such as test results) as a basis for predicting, determining, and selecting teachers. (Research is needed in this area. The correlation between acceptable test scores and good teaching should be verified, if such exists.)

7. Popular misconception of the unique mission of the Black institution. In this connection, the following questions and points were raised:

a. Does the Black college need to redefine its mission? Related policy should focus on timeliness, appropriateness, and relevance.

b. A national understanding on the mission of the Black institution is needed.

c. Does the Black institution need to either change or modify its admission policy? (The image of the Black institution as a "dumping ground" must be disspelled.)

II. Recruitment Techniques

The following were suggested or underscored as feasible recruitment techniques for getting Black students:

1. High school visitation.

2. Junior high school visitation and use of the buddy system.

3. Alumni contact.

4. Visitation Day - Bring high school students on campus, preferably on a normal school day. Invite students other than seniors. Discuss scholarship availability; stress career alternatives.

5. Bring high school counselors to the campus; defray all costs including meals.

6. Use students as recruiters.

7. Make wide use of media as a recruitment vehicle.

8. Arrange for high school students to attend college classes while continuing their high school programs.

9. Secure and make use of the test results listings by all testing agencies.

10. Develop recruitment packages with modules prepared by various departments.

11. Turn to the use of non-traditional measures or evaluation in recruiting (not merely testing).

III. The following were stressed as strategies for student retention.

1. Improving counseling, and providing careful advisement. (Schools should provide mechanisms for allowing teachers adequate time for advisement.)

2. Exploring the possibility of admitting students to teacher education programs during freshman year so that they may receive more assistance and guidance over a longer period of time.

3. Identifying the needs of potential teachers by determining the competencies that will be required of them, and offering programs designed to move them toward those competencies.

4. Developing more flexible programs with an eye to meeting the needs of a diverse student population.

   a. Extended programs--5 or 6 years instead of 4 year degree offerings--would be suitable for certain students; however, extended programs do impact negatively upon economically disadvantaged students.

   b. Efforts should be made toward changing policy/guidelines for awarding BEOG and other federal grants, since at least some students can profit from the extended program.

5. Trying to improve the image of the teaching profession; equate it with the professions of law, medicine, etc. and embark upon the training of teachers with this idea of the significance of the professional in mind.

IV. Describe attributes of a college and its teacher education program which will attract Black students.

The following points were discussed as factors contributing to a student's special interest in a Black institution and the teacher education program:

1. The Black college and its programs are generally perceived to offer better support systems, systems to which is not attached the stigma that would normally characterize similar systems offered at white institutions.

2. Based on attrition data, the student's chances of successfully completing his degree program are greater at most predominately Black colleges than they generally are in white colleges.

3. Faculty commitment and faculty dedication are attributes that tend to draw students to the historically Black institution.

4. Education programs seem to hold a normal place within the program of the historically Black institution, as opposed to those in white institutions that are perceived negatively.

5. The Black student is able to identify more readily in the environment of the Black institution, in terms of his total development, for these are centers not only of excellence, but of stimulation, motivation, and reinforcement.

GROUP III

IDENTIFYING PROBLEMS AND PITFALLS IN THE EMPLOYMENT AND RETENTION PROCEDURES FOR BLACK TEACHERS

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Group III proceeded with the awareness that formalizing mechanisms for dialogue, dissemination and action is a more formidable job than we could master in such a limited amount of time. To deal with our problem—Identifying Problems and Pitfalls in the Employment and Retention Procedures for Black Teachers—involves a considerable number of problems, and the best we could do was identify some of these problems and to recommend procedures, which at best are only starting points, where a number of individuals and groups may start addressing to greater depth.

The specific questions listed for us to address were discussed as one entity; therefore, the report has followed the same format. Our session produced an un-ordered list of problems and strategies.

I. Problems

1. Two school systems represented in our group indicated that there was a difficulty in securing enough Black applicants for teaching positions. This is not an uncommon complaint among employers, but discussion revealed that the problem is more profound.

a. Applicants are not in the fields desired.

b. Characteristics such as effective communication are lacking by many applicants.

c. Dishonesty on the part of recruiters who merely satisfy affirmative action laws by recruiting with no intention of actually hiring.

d. Some recruiters overpower applicants by implying that they cannot deliver and there is little use trying.

2. Teacher education is not meeting the needs of students in terms of: developing self-concepts, confidence, proper counseling for job market, and needed skills.

3. We do not have the research to document Black needs nor to counteract adverse implications by white researchers and the power structure.

4. We are losing blue chip students to the larger institutions - students who have this academic ability but not the psychological and sociological ability to adjust.

5. Retention of Black students at Black colleges is somewhat critical.

6. Black colleges which are still necessary for the majority of Blacks are still under severe attack by many influential groups.

7. Equality of instruction is being regulated by standardized tests, which penalize the student for what he has not been taught, yet no set of data has indicated that testing has changed the quality of education.

8. Standardized tests, which have been used to penalize Black students, are now being used to penalize Black teachers.

9. The testing industry has projected itself into all aspects of American life. It is political and has an adverse power structure base.

10. Low scores on tests are having a poor psychological effect on Black students and prospective teachers.

11. A sign of the times is that research which has been used to degrade Black students will eventually be used to degrade Black teachers.

12. The general concept among many is that Black children cannot learn certain things effectively. Faulty research is used to justify the thinking.

13. Black prospective teachers are performing poorly on the National Teacher Examination which is being used increasingly for certification and employment.

14. Black educators are still waiting for the "system" to do something for them that they should do for themselves. Finally, if the stated problems do not suggest it, RACISM is a problem.

II. Strategies

1. The teacher education curriculum for Black teachers must be modified to reflect:

   a. A study of what skills Black teachers and Black students need that are not generally needed by other teachers.

   b. Improved subject matter and teaching strategies.

   c. The building of good self concept which will result in developing the resource of pupils.

   d. Strategies for teaching based on proven research rather than theoretical innovations.

2. Black educators must do the research on Black teachers and Black pupils to get answers not supplied by others and to refute biases distributed by others,

3. Black educators must work to maintain predominately Black colleges not only because approximately half the baccalaureate degrees conferred on Blacks are still done by predominately Black colleges, but because the white colleges are not ready to make the adjustment needed to address the problems of a large enrollment of Black students.

4. Black colleges must not be programmed alike but differently. The needs, the objectives, the general characteristics, etc. vary among Black institutions. Therefore, a profile of the publics which the Black colleges serve should be made.

5. Recruitment at Black colleges should be combined with recruit-retention to reduce the large number of drop-outs.

6. Black teachers and colleges should stop talking and plan to meet the challenges of standardized testing for pupils and prospective teachers.

   a. Make sure that the students get the fundamentals which are usually included in tests.

   b. Teach the skills and mechanics of test taking.

   c. Use tests to teach biases in tests which help pupils understand why they fail them, thereby helping their self concept.

   d. Teach respect for testing; tests are not going away.

7. Become sophisticated in fighting racial problems and right wing groups who work against equal educational opportunities. The same ones who fought integration are now advocating back to the basics, testing, etc. There is always a double standard. (When Nixon and Agnew talked about law and order, they were talking about Blacks, not themselves.) (It's the same scenario).

8. Black educators still need Black organizations, not to fight integration, but to address problems which will not seriously be addressed in the integrated organizations.

9. Develop a programmed plan to deal with school counselors to make sure that Black pupils get suitable career counseling, and curricula counseling, emphasizing the need for mathematics and science.

10. Develop a list of research needs for and about Blacks to be used for teaching, placement, and fighting racial problems.

11. Document the successes in education by various entities including private groups, specific ghetto schools, etc., for success stories to be used in teacher training programs.

12. Colleges should study and evaluate the National Teacher Examination results of their students and design a program to deal effectively with their weaknesses. Educational Testing Services will provide consultants in this endeavor.

13. Administrators and teachers must become politically involved; also, they must be involved in policy making at all levels. This enables Blacks to influence policy and plans and cuts down on merely reacting to the situations.

14. Bring together and keep on a permanent basis those who provide leadership in the areas of Black colleges to deal with these problems and similar ones. This was a recommendation by the group.

15. It was also recommended that Dr. Witty continue with the leadership of this agenda with a follow-up and with an effort to further the work and explore it with greater depth. Consideration should be given to rotating the meeting to different sections of the south to bring about wider participation.

Throughout the discussion, the implication was clear that the salvation of Black teachers is inherently linked to the salvation of Black pupils.

GROUP IV

BUILDING RESEARCH SKILLS FOR TEACHERS, AND ADDING TO THE KNOWLEDGE BASE OF RESEARCH ON BLACK CHILDREN

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I. What are the areas where research is most needed?

There are numerous areas of need; some of the most pressing are presented below. There is a need to:

1. Develop and disseminate operable strategies for incorporating research components into more of the formal instructional experiences and coursework of undergraduate teacher preparation programs.

2. Identify, describe, and disseminate informative and replicable presentations of useful and innovative practices, products and programs from traditionally Black colleges and universities.

3. Develop and implement procedures for increasing/enhancing the research skills of personnel on the faculties of the traditionally Black institutions of higher education, particular care should be given to the enhancement of research skills in the pure as well as the applied science research areas (i.e., experimental research).

4. Re-educate the faculties and administrators of the traditionally Black institutions toward the acceptance of the multi-lateral expression of professional duties and responsibilities; this re-education must include a documentable demonstration of the contributions externally awarded funds (federal and private funds) can provide the institution at-large. Grant seeking activities should be presented as a natural component—an expected component—of a professor's activities.

5. Examine the mission statement of applicable Black institutions to ascertain the need to include faculty research as a viable component to the institutional mission statement.

6. Ascertain the validity of the content and methodology of undergraduate instruction.

7. Develop and field-test procedures for improving inferential decision-making thinking and reasoning skills of undergraduates.

II. How should the research be conducted?

The research should be conducted with attention to the following considerations:

1. More experimental studies.

2. More longitudinal studies.

3. Cooperative joint research projects between and among institutional departments, public schools, teachers, and public school administrators.

III. How should the revelations of research be disseminated? The manner of dissemination must always be governed with the preparation and survival of Black children and teachers in mind. Other procedures and concerns:

1. Peer reviewers to include professional reviews and laymen/community reviews.

2. Dissemination should be influenced by the purpose and design of the research; a study should address at least one of the following questions:

-Is the study to advance theory?
-Is the study to improve practice(s)?
-Is the study to clarify or negate, misconceptions?

3. Local, state, regional and natural communicational media must not be underused.

4. Black faculty and similarly-spirited professionals must seek to have their influences felt on the editoral boards of professional journals.

5. Attention must be given to the development of new Black-oriented and controlled information dissemination avenues.

IV. How must the data be implemented?

Implementation can be enhanced with attention to and recognition of the following:

1. Implementation success will vary according to environmental variables.

2. Implementation can be assisted by the use of recommendations from proven successful efforts.

3. Implementation must be coupled with consistent follow-up activities to identify any trends or patterns that suggest changes, deletions, etc.

4. Implementation can be eased with attention to "public relations"; public relations include developing a positive and early relationship with the potential users or implementors of the data and also providing visibility for all levels of participants.

5. Implementation can be enhanced when professionals insure that their research reports include practical clues and recommendations; researchers should give attention to showing how their data relate to policy clarification, change, or elimination.

SECOND DAY'S DELIBERATIONS

I. Rationale for Continuing this Dialogue Regarding the Preparation and Survival of Black Teachers

1. This dialogue increases the potential of concerned professionals to develop and actualize purposeful group-oriented political activity addressing common problems.

2. This dialogue provides formal opportunities for persons to exchange information, expertise, program practices, and strategies for addressing common problems.

3. This dialogue provides opportunities for professionals to evaluate their own institutional activities with other similar institutions.

4. This kind of dialogue provides opportunities for policy-makers and implementors to interact and enhance their related activities.

5. This dialogue provides opportunities for collective energies and expertise to be channelled toward conceptualizing and identifying problems and defining and refining action strategies.

II. Organizational Structure Applicable to Ensuing the Above Mentioned Dialogue

1. An organizational structure should be composed of a network of institutions, agencies, and interested personnel who share a sincere concern for the preparation and survival of Black teachers.

2. The nature of the organizational structure should reflect:

   a. those to be influenced by the subsequent data, activity, etc.

   b. budgetary constraints in that the network may have local, regional, and state affiliations as well as national structure.

   c. individual and institutional or collective contributions.

   d. a membership including non-education areas, i.e., law, medicine; since problems are often cross-disciplinary, a membership or broad professional spectrum can ensure that problems are attacked from a range of perspectives.

e. a cognizance of the purposes of existing organizations, i.e., National Urban League, NAACP, National Association of Black Psychologist, National Association of Black Social Workers, Black Child Development Institute, National Association of Black School Administrators, Southern Regional Education Board.

A priority linkage may be established with the National Alliance of Black School Educators (NASBSE) via an action core group who will act with a designated charge to (1) initiate contact, (2) communicate the group's perspectives and concerns, and report to the group the quality of the deliberations, etc. Attention must also be given to staffing needs relative to actualizing the groups' objectives.

III. Nature of products to be disseminated

1. Programs, operable models used and field-tested by Black institutions with guidelines for replication in whole or part by interested parties.

2. Bibliography of materials produced by Black writers, artists, etc.

3. Development of a Black Information and Retrieval Network seems to have been developed by Mrs. Emily Copeland (Howard Avenue, Tallahassee, Florida) entitled BRICK.

GROUP V

EXPANDING ADMINISTRATIVE SUPPORT: FUNDING, FACULTY RECRUITMENT AND STAFF DEVELOPMENT, COLLABORATING WITH OTHER ORGANIZATIONS AND AGENCIES WHICH ARE WORKING TO IMPROVE THE LIFE SPACE OF BLACK CHILDREN

Leader: Dr. Sarah Lang
Coordinator of Special Education
Central State University
Wilberforce, Ohio

Recorder: Dr. Samuel T. Vassar
Head, Department of Industrial Arts and Industrial Education
Norfolk State University
Norfolk, Virginia

I. Introductory Observations and Questions

1. Many Black teachers and administrators are well aware of how and what to teach Black children, yet fail to describe and disseminate such valuable information.

2. More than half of the funding support for education of Black youth comes from federal sources.

3. The result of the significant proportion of federal support has been to place increasing demands upon education for documental assurance that programs funded have been cost-effective.

4. In what ways might we best be able to document and publicize the strategies we find to be effective in educating Black children?

5. In what ways might Black educators incorporate in programs for meeting needs of the Black child, those strategies which insure the cooperative efforts of other agencies and organizations?

6. In what ways might we arouse the sensitivity of and insure the crucial support of parents in the education of Black children?

7. In instances where new programs, projects, or curriculum changes affect the education of Black children, how may we account for the results that evolve?

8. Do we as educators have sufficient control over education to influence expanded support?

9. How can political pressure be brought to bear for increasing input from teacher educators in determining educational policy?

II. Considerations

1. The survival of the predominantly Black institution depends on its ability to describe accurately what it is doing for Black students that other institutions are not doing.

2. If predominantly Black institutions base their right to survival on uniqueness, they must present empirical evidence to show that the environment is growth-producing.

3. Time spent in research conducted by the teacher may be just as valuable as face-to-face contact hours with students.

4. Without selective academic and career advisement, the Black student may be reluctant to approach and prepare for non-traditional roles.

5. Albeit they cannot be all things to all people, faculty members in all institutions, with concern for the future of the Black community must be responsive to and responsible for the Black student full-time.

6. Development of the index of family or personal success should be based on factors other than that of annual income.

III. Recommended Strategies

Expansion of Funding for Administrative Support

1. Appoint a representative of the teacher education unit to monitor legislation and lobby for educational support.

2. Establish and maintain a systematic procedure, to orient legislators and politicians to the needs of education for the Black child.

3. Establish and maintain a structure for involving graduates of the institution in lobbying and other strategies for favorable political action.

4. Provide instructional incentives for faculty solicitation of funding support from sources in the private sector.

5. Organize consortiums of predominantly Black institutions to bring about joint efforts for securing funding support.

6. Secure a professional grant writer in addition to the provision of technical in-house assistance for faculty proposal writers.

7. Encourage the submittal of vitae of Black professors to authorities responsible for federal proposal reading.

8. Establish telephone and mail communications with officers-in-charge of funding sources.

IV. Faculty Recruitment and Staff Development

1. Develop accurate and comprehensive job descriptions for position openings as a means of nullifying problems arising through affirmative action regulations.

2. Establish policies that require actual teaching experience for faculty members assigned to teach educational methods.

3. Provide for active research by placement units regarding the mobility of the institution's graduates. Provide for release time by teachers for conducting research on other projects deemed vital to the success of the Black student.

4. Maintain a relationship with public school administration to implement staff orientation to appropriate education of the Black student.

5. Establish procedures for faculty selection which include only those manifesting a positive disposition to the specific educational needs of the Black student.

6. Form an inter-institutional coalition of national scope to train trainers for implementing strategies of staff development in the predominantly Black institution.

7. Identify and endorse special competencies validated for role functions in selected educational or cultural environments.

V. Collaborating with other Organizations and Agencies

1. Various organizations and agencies may be vital contributors to the education of the Black child. They are:

   a. American Red Cross

   b. NAACP

   c. Congressional Black Caucus

   d. Black Churches

   e. Beauticians and Barbers

   f. Social Welfare Agency

   g. Social Security Administration

   h. United Fund Campaign

   i. Various Commissions on health and social concerns.

2. Sponsor a local or regional symposium of support services representatives (as health, social, others) which could serve as an introspective or evaluative emphasis on services to the Black child.

Participants

National Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers

Norfolk State University

June 26 - 27, 1980

List of Participants

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INVITATIONAL CONFERENCE ON PROBLEMS, ISSUES, PLANS, AND STRATEGIES RELATED TO THE PREPARATION AND SURVIVAL OF BLACK PUBLIC SCHOOL TEACHERS - JUNE 26 - 27, 1980

SPONSORED BY:
SCHOOL OF EDUCATION
NORFOLK STATE UNIVERSITY
TECHNOLOGY CENTER

EMINENT SCHOLARS PROGRAM

National Conference
on
The Preparation and Survival of Black Public School Teachers

June 26 - 27, 1980

Conference Objectives

1. To identify and examine factors which are increasingly restraining the education, certification, employment, and retention of Black teachers.

2. To provide a mechanism for formalizing dialogue among teacher educators who are concerned about maintaining a viable presence of Black teachers in America's schools.

3. To initiate procedures for dissemination of information relating to the special needs, problems, and strengths of teacher education programs which attract a large number of Black teachers and/or prospective teachers.

4. To produce a document which identifies central issues and concerns facing teacher education in Black populations and which makes recommendations for action.

PROGRAM

hursday, June 26, 1980

8:30 a.m. **REGISTRATION**
Lobby, Technology Center

9:00 a.m. **OPENING SESSION**

Presiding - Dr. Elaine P. Witty
Dean, School of Education
Norfolk State University

Greetings - Dr. Harrison B. Wilson
President
Norfolk State University

Introduction of First Presenter -
Dr. James Patton
Chairman, Department of
Special Education
Virginia State University

First Presenter -
Dr. Asa Hilliard, III
Dean, School of Education
San Francisco State University

The Changing Black Teacher and Diminishing Opportunities for Black Teachers

10:20 a.m. **BREAK**

10:40 a.m. SECOND SESSION

Presiding - Dr. Winston M. Whitehurst
Head, Department of Secondary
Education and School Management
Norfolk State University

Panel of Presentations

Moderator: Dr. Yvonne B. Miller
Head, Department of Early
Childhood Education/
Elementary Education
Norfolk State University

Presenter: Dr. Anna Pearl Atkinson
Professor, Special Education
Atlanta University

The Unfinished Revolution: General Curriculum and Standardized Testing

Presenter: Dr. Richard James
Vice President for
Academic Affairs
University of District
of Columbia

Black Teachers, Black Teacher Education: Issues for the Eighties

Presenter: Dr. H. B. Pinkney
Bureau Chief
Program Support Services
Department of Education
Florida State Department
of Education

Problems and Strategies Relating to Employment and Retention of Black Teachers, Including Some Attention to Special Skills Needed by Black Teachers in Order for them to work Effectively as Advocates for Black Children

1:00 p.m. LUNCH
West Campus Cafeteria

2:00 p.m. STRATEGY SESSIONS
Group I - Room 123

Specializing the Curriculum: General Studies and Basic Skills for Black Prospective Teachers

Leader - Dr. Dorothy Prince Barnett
Chairperson
Department of Education
North Carolina A & T
State University

Recorder - Dr. Audrey Donley
Assistant Dean
School of Business and
Head, Department of Business
Education/Office Administration
Norfolk State University

Group II - Room 233

Recruiting and Selecting Students: Enrollment/Admission and Retention to Teacher Education

Leader - Dr. Cordell Wynn
Dean, School of Education
Alabama A & M University

Recorder - Dr. Flossie McIntyre
Head, Department of
English and Foreign Languages
Norfolk State University

Group III- Room 234

Identifying Problems and Pitfalls in the Employment and Retention Procedures for Black Teachers/Competency Testing for Initial Certification

Leader - Dr. Ila Martin
Dean, School of Education
Virginia State University

Recorder - Dr. Kermit H. Diggs
Professor, Secondary Education
Norfolk State University

Group IV - Room 212

Building Research Skills for Teachers, and Adding to the Knowledge Base of Research on Black Children

Leader - Dr. Vernon Clark
Professor of Education
Elizabeth City State University
and
Co-founder of INDEX
Interdisciplinary Research,
Development and Training
Consultant Firm

Recorder - Dr. Beatrice Mosley
Dean, School of Education
Jackson State University

Group V - Room, Lecture Hall

Expanding Administrative Support: Funding, Faculty Recruitment and Staff Development, Collaborating with other Organizations and Agencies which are Working to Improve the Life Space of Black Children

Leader - Dr. Sarah Lang
Coordinator of Special Education
Central State University

Recorder - Dr. Samuel T. Vassar
Head, Department of Industrial
Arts and Industrial Education
Norfolk State University

4:30 p.m. OPEN FORUM WITH STUDENTS

7:00 p.m. DINNER MEETING

Presiding - Dr. Helen Bessant/Byrd
Head, Department of
Special Education
Norfolk State University

Musical Selection -
Corliss Fulton, Soprano

Introduction of Speaker -
Dr. Carmelita Williams
Head, Department of Reading
Norfolk State University

Speaker - Dr. Stephen J. Wright
Former President
Fisk University and
Bluefield State College;
Former Vice President of
the College Entrance
Examination Board
Hampton, Virginia

The Survival of Black Public School Teachers: A Challenge for Black Colleges and Universities

Musical Selection -

Natalie Penn

Corliss Fulton

Jasmin Bradley

9:00 p.m. RECEPTION
Omni International Hotel

Friday, June 27, 1980

8:30 a.m. OPEN FORUM WITH STUDENTS

9:00 a.m. THIRD GENERAL SESSION

Presiding - Dr. William H. Wright
Assistant Dean
School of Education and
Head, Department of
Physical Education
Norfolk State University

Introduction of Presenter -
Dr. Robert Alford
Director, Testing Bureau
Norfolk State University

Fifth Presenter -
Dr. Paul B. Mohr
Vice President for
Academic Affairs
Norfolk State University

Research Agenda for Teacher Education; Black Perspective

10:00 a.m. BREAK

10:15 a.m. FOURTH GENERAL SESSION

Presiding - Dr. William H. Wright

Introduction of Presenter -
Dr. Iris G. Brown
Head, Department of Health
Norfolk State University

Sixth Presenter -
Dr. James B. Jones
Dean, School of Education
Texas Southern University

Issues, Problems and Strategies Related to Administration, Funding, Faculty Development and Staff Development in Black Teacher Education Programs

11:15 a.m. **STRATEGY SESSIONS**
(Leaders, Recorders and Room Assignments same as on June 26th)

Formalizing Mechanisms for Dialogue, Dissemination and Action

12:45 p.m. **LUNCHEON**
West Campus Cafeteria

Presiding - Dr. Ann W. McKinney
Dean, School of
Graduate Studies
Norfolk State University

Presenters' Round Table

Dr. Richard James - Dr. Asa Hilliard, III
Dr. H. B. Pinkney - Dr. Stephen J. Wright
Dr. Paul B. Mohr - Dr. James B. Jones
Dr. Anna Pearl Atkinson

Summertime.....George Gershwin
Theonita Wideman, Contralto

2:25 p.m. **FIFTH GENERAL SESSION**

Presiding - Dr. Sidney S. Boose
Director, Professional
Laboratory Experiences
Norfolk State University

Reports from Strategy Sessions

Dr. Dorothy Barnett - Dr. Cordell Wynn
Dr. Kermit Diggs - Dr. Vernon Clark
Dr. Sarah Lang

Conference Evaluation

Projections - Dr. Elaine P. Witty

Closing Activity - Dr. Sidney S. Boose

Conference Planning Committee

Norfolk State University

Dr. Elaine P. Witty, Chairperson
Dean, School of Education

Dr. Sidney S. Boose
Director, Professional Laboratory Experiences

Dr. Iris G. Brown
Head, Department of Health Education

Dr. Helen Bessant/Byrd
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Dr. Patricia Jordan
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Dr. Winston M. Whitehurst
Head, Department of Secondary Education
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Dr. Carmelita Williams
Head, Department of Reading

Dr. William H. Wright
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